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Volume II, Pages 185 to 404

MICHAEL RODAK, JR., CLERK

IN THE
SUPREME COURT OF THE UNITED STATES

OCTOBER TERM, 1977

No. **77-600**

LANSING BOARD OF EDUCATION, a Body Corporate; and Members of
the LANSING BOARD OF EDUCATION; viz., VERNON D. EBERSOLE,
CLARE D. HARRINGTON, MICHAEL F. WALSH, RAY A. HANNULA,
JOAN HESS, J. C. WILLIAMS, BRUCE ANGELL, JOSEPH E. HOBRLA and
MAX D. SHUNK,
Petitioners,

VS.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE,
Lansing Branch; CYNTHIA TAYLOR, JUDITH TAYLOR and ANDREA
TAYLOR, by Their Father and Next Friend, JAMES R. TAYLOR; MELINDA
LEA HEDLEY, CHRISTINE MICHELE HEDLEY, DOUGLAS JOHN HEDLEY
and DANIEL JOSEPH HEDLEY, by Their Mother and Next Friend, JOAN L.
HEDLEY; PETER MILLER and ELIZABETH MILLER, by Their Father and
Next Friend, CHARLES MILLER; FRANK J. PENNONI and JAMES PENNONI,
by Their Mother and Next Friend, KATHLEEN PENNONI; and DAVID KRON
and LISA KRON, by Their Father and Next Friend, WALTER V. KRON,
Respondents.

APPENDIX TO
PETITION FOR WRIT OF CERTIORARI
To the United States Court of Appeals for
the Sixth Circuit

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EXCERPTS FROM TESTIMONY OF

*[602] **KATHRYN BOUCHER,**

called as a witness by the Plaintiffs, being first duly sworn, testi-
fied as follows:

Direct Examination

By Mr. Davis:

Q. State your full name and address for the record, please.

A. Kathryn A. Boucher, 1414 Lorraine, Lansing.

Q. Mrs. Boucher, have you had in the past any association
with Lansing Board of Education? A. Yes, I was a member
of the Board from July 1965 until recalled in November, 1972.

Q. And you indicate that you were recalled in '72? A. Yes.

Q. Did there come a time, Mrs. Boucher, when you took a
position with respect to the closing of Lincoln and Kalamazoo
Street Schools? A. Yes.

Q. Can you indicate what that position was? A. I believe
that I supported the closing of both of those facilities.

Q. In retrospect, Mrs. Boucher, do you believe that that had
a discriminatory effect?

* * * * *

[603] A. What would you like me to answer?

Q. Do you have an opinion with respect to the closing of
those schools? A. In regard to discrimination?

Q. Yes. A. As to whether or not it was discriminatory, yes,
I think they were both discriminatory by definition. At least
by mine, but I believe that that was the way that we felt was—
the way to go at the time that we did it, on advice of community
members, and probably on [604] our own feelings as to what
the community would accept. But it certainly was discrimina-

* Numbers appearing in brackets in text indicate page numbers
of original stenographic transcript of testimony.

tory, because we were suggesting that young children of a particular ethnic background be transported to another facility, and that's discriminatory, because they are the only ones that were there.

Did we know what—I knew what I was doing. I don't know—I can't speak for anybody else. Did I think it was discriminatory? Yes, I did. Did I think it was important to do it at that time? Yes, I did. But I think I recognized that it was discriminatory at the time, too.

* * * * *

[606] Q. Directing your attention to transfer policy, did you know, have an opinion as to whether or not the transfer policy was being misused while you were on the Board? A. While I was on the Board?

Q. Yes. A. Yes, I think—yes.

Q. When did you become first aware that it was being misused? A. I served on a Citizens' Committee for Lansing Schools. I think it was called a School Needs Committee, and from 1959 to 1961, and one of the recommendations of that Committee, coming from the Committee that I chaired, the sub-Committee that I chaired was that the transfer policy be eliminated because we felt that it was being misused at that time.

Q. And that was in 1961, did you say? A. Correct.

Mr. Davis: I have no further questions. Your witness.

Cross-Examination of Kathryn Boucher

By Mr. Newman:

Q. Now when you say the transfer policy was being misused, do you apply that to—or, I will withdraw that. The transfer policy was open to anyone, was it not? [607] A. Correct.

Q. And it was used by anyone who felt they had a need and went to a doctor or a psychiatrist to—— A. Doctor, I believe, it was at that point, Mr. Newman.

Q. Later on a psychiatrist? A. Which was rescinded.

Q. All right. But let's do it one at a time. A. Yes.

Q. First of all, it was a doctor? A. Correct.

Q. Then it was a doctor or psychiatrist? A. I was not a member of the Board when the original policy was adopted.

Q. You were a member in 1967 when it was amended to require a psychiatrist's evaluation? A. Right, but it was adopted—I am not even sure when it was adopted. Maybe you can tell me.

Q. Yes. January 1967. A. Was that the original—which one was adopted then?

Q. That was the one that you were a member of. A. The psychiatrist?

Q. Yes. A. What one for a doctor, what one was—or, was that a doctor?

Q. Well I assume that was back in 1961. [608] A. No, I don't think so. We suggested that a psychiatrist be used in 1961 as opposed to a doctor, because we believed the policy was being abused by suggesting—having only a doctor make the recommendation. So that it must have been, and my recollection really is not very good, that a—it was possible to transfer youngsters with a doctor's recommendation in 1961, and we recommended that a psychiatrist be used as opposed to a medical doctor. Then evidently it was in 1967 by the time the Board was willing to make that change, if that is what it says.

Q. And then in June of 1967 the Board rescinded the requirement that it be made by a psychiatrist? A. Yes.

Q. Were you on the Board in 1967? A. Yes, I was.

Q. Now are you stating that the transfer policy was misused on the basis of medical knowledge? A. On the basis of medical knowledge it was misused?

Q. Are you stating that on the basis of medical knowledge? A. Certainly not. On the basis of practical application as to what was happening.

Q. Well, did you ever have an investigation made to find out whether or not the certificate signed by the doctor was valid or invalid? A. I believe that the District——

[609] Q. No, no. Did you? A. No, certainly not. Absolutely not.

Q. And the Board did not, either, did it? A. The Board, as a matter of policy, accepted the recommendation of the medical doctor, because that was the policy of the Board, and my Committee originally suggested they use a psychiatrist, because they believed that a medical doctor was not sufficient to make this kind of a recommendation. That was our opinion and that's what we recommended.

Q. Without any expert testimony whatsoever, isn't that true? A. I don't know what you would consider to be expert testimony.

Q. Did you have any testimony or did you have any information from a doctor or a psychiatrist that any one of the certificates that had been presented was invalid? A. I don't think so, no. I don't believe we did. That was based on our knowledge of what the kinds of youngsters that were being transferred and what we considered to be an abuse of transfer.

Q. Without having explored to find out whether the medical certificate was valid, isn't that true? A. Right, we felt that if it were necessary——

Q. All right. That's—— A. If a youngster was being transferred on a medical certifi- [610] cate and we needed a stronger

one than a medical doctor, because it was generally an emotional need, we felt that a medical doctor would have difficulty in establishing emotional need, a psychiatrist ought to.

Q. Without ever having checked with any doctor to find out, isn't that true? A. Not on an official basis, correct.

Q. Nor on an unofficial basis? A. I didn't say that.

Q. Did you ever check with a doctor who had written one of these certificates? A. Not specifically on specific youngsters, no.

Q. You are aware of the fact that Caucasians and Negroes were both permitted to present certificates, are you not? A. Right.

Q. And you are aware of the fact that by numbers, at least, there were more of the blacks who were using transfers than Caucasians for the years that you were on the Board, isn't that true? A. So it seems.

Q. Now you have testified today that you personally felt that closing Lincoln Street School and bussing the children out was discriminatory? A. Yes, I do.

Q. And you felt that at the time? [611] A. Yes, sir.

Q. But you never had that recorded in the minutes, did you? A. Well, I think——

Q. I did not ask you—— A. I really don't know. I did not request things to be recorded in the minutes or not. I voted. It says there I supported it, and I say here I support it. You ask me why I supported it, and I am suggesting why.

Q. I didn't ask you why. I asked you if the minutes reflected any statement by you that you thought this was a discriminatory action. A. I don't believe so. Does it say that I say is isn't a discriminatory action?

* * * * *

[612] Q. You were aware of the fact that the black community supported the closing of Lincoln School, were you not? A. Yes, I was, absolutely.

Q. And received commendatory letters from members of the black community? A. Yes, sir, absolutely.

Q. Including the President of the Lansing—or, the Lincoln School PTA? A. I wouldn't be surprised. It was accepted, no question.

Q. Well, it was requested? A. What are you saying? Who requested it?

Q. The black community people requested it? A. No, I don't believe——

Q. Some of them did? A. I don't believe that is exactly accurate, Mr. Newman.

Q. Do you know anyone besides Dorothy Durham (Spelled phonetically) who was opposed to it? A. I didn't know Dorothy Durham was. I can't identify at this point who was supportive and who was not. I remember at the time that there were members of the black community who did not support closing of the school. It was not economically feasible to continue that school. The attendance area was shrinking. That was one reason. The black community did support the closing of the school, [613] there is absolutely no question about it. The question to me was not did the black community support closing of the school or not; the question to me was did I think it was discriminatory, and I did. I still do, so——

Q. But at least on the record there is no reflection of your expression of that opinion, is there? A. I really can't tell you, because I haven't read the minutes. You are telling me there wasn't; I believe you.

Q. Well, thank you. A. You are welcome.

Mr. Newman: That is all I have.

Mr. Davis: Nothing further.

The Court: Kathryn Boucher.

The Witness: Thank you.

The Court: Just a minute.

The Witness: Oh, you have got some questions?

The Court: Yes.

The Witness: All righty.

The Court: When you made your decision to close the schools or to transfer students out from the dominant black schools, you could foresee the consequence of that act, couldn't you?

The Witness: Yes, I could.

The Court: So at the time you made your [614] judgment to do precisely what you did, you knew what the results would be?

The Witness: I can't say I knew precisely, but generally, yes, I think it was with the knowledge of that.

The Court: And at that time you intended that kind of an act?

The Witness: That? Yes, I felt that it was a——

The Court: A transfer?

The Witness: A temporary kind of thing. You don't want my usual speech, I am sure, Judge, on the subject of——

The Court: If you have a written copy, why you can show it to me.

The Witness: No, I don't have a written copy, but I am sure there are members in the Court here that have heard it. I felt it was transitory, and I always felt it was a temporary kind of thing that eventually the community atmosphere would develop that would allow and encourage natural integration in neighbor-

hoods. And that this was a step, it was acceptable in the black community, it was acceptable in the white community, and that's not to say that either accepted it completely. They didn't. You would be surprised if they did. They [615] didn't. But it was working, and so it was good.

The Court: All right.

* * * * *

**EXCERPTS FROM TESTIMONY OF
HORTENSE G. CANADY**

[61] Q. Did there come a time, Mrs. Canady, in which you became aware that there were in fact recall petitions suggesting a recall of certain board members? A. Yes.

* * * * *

Q. Can you tell me when you first became aware of their existence? A. Early in April.

* * * * *

[75] Q. Let me ask you, perhaps, a more difficult question, Mrs. Canady: You were aware, I believe you testified, of the recall petitions in the spring of this year; is this correct? A. That is correct.

Q. And this was before the adoption of the plan, is this correct? A. Yes.

* * * * *

[14] **HORTENSE G. CANADY,**
called as a witness by the Plaintiffs, being first duly sworn, testified as follows and hearing on Preliminary Injunction:

Direct Examination

By Mr. Davis:

Q. Would you state your name and address, please? A. Hortense G. Canady, 3808 West Holmes Road, Lansing, Michigan.

Q. Now, Mrs. Canady, did you have an opportunity to serve on the Lansing Board of Education? A. I did, yes.

Q. And were you on that Board of Education in June of 1972? A. In June of '72, yes, I was.

Q. And did there come a time at which the Board of Education adopted a cluster plan? [15] A. Yes.

* * * * *

[19] Q. Mrs. Canady, did you have an opportunity to serve on the Education Committee for the NAACP? A. Yes, sir.

Q. And did you have occasion during the years 1963 through '65 to engage in a study concerning integration or segregation in the Lansing schools? A. Yes, quite—in a variety of areas.

* * * * *

EXCERPTS FROM TESTIMONY OF

[339] **DR. I. CARL CANDOLI,**
called as a witness by the Board of Education, being first duly sworn, testified as follows:

Direct Examination

By Mr. Newman:

Q. Will you state your name in full? A. I. Carl Candoli.

Q. And you previously testified in this case, did you not?
A. Yes, sir.

Q. And your position with Lansing School District is what?
A. Sometimes I wonder.

I am sorry. Superintendent of Schools.

Q. And how long have you been Superintendent of Schools?
A. Four years and four months.

Q. And were you Superintendent when the so-called "Cluster Plan" was adopted? A. I was.

Q. And you continued to be Superintendent since then? A. Yes, sir.

Q. Now, I would like to ask you a few questions concerning some of the individuals employed by the Lansing School District, and particularly with reference to the matter of race. In Lansing School District are there deputy [340] Superintendents? A. There are, two.

Q. And who are they? A. Dr. Matthew Prophet and Dr. Robert Chamberlain.

Q. Now are these—are they co-equals? A. Yes, I would say so.

Q. And would you state what their color is? A. Dr. Prophet is black, Dr. Chamberlain is white.

* * * * *

Q. Now is the hierarchy, is one above the other? A. Yes, I would say that Dr. Prophet is more immediate heir, h-e-i-r.

Q. Oh, I thought you said "error." A. No. Well, in some instances that holds true.

Q. You told me the other day he is smarter than you are?
A. That's a fact. That's why he is Deputy.

The Court: Well, maybe he is considered as the first Vice President, and Dr. Chamberlain as the second Vice President.

The Witness: That is a fair analysis, yes.

Q. And who is the Director of elementary education in Lansing School District? A. Mrs. Eva Evans.

Q. And is she black or white? A. She is black.

[341] Q. And who is the School Board attorney? A. Mr. Stuart Dunnings.

Q. And is he black or white? A. He is black.

Q. Now, we are concerned in this litigation about the elementary schools in Lansing School District. Do you happen to know how many principals of the elementary schools come from the minority ethnic groups? A. It is either 10 or 11 out of 48.

Q. Are there 48 schools? A. That's right.

Q. And are some of those elementary principals from the black race? A. 8 or 9. I am sorry, I would have to check my records on that.

Q. And are some from the Spanish surname? A. There are two Chicanos.

Q. Now were you acquainted—I will withdraw that. You are acquainted with the Board members who adopted the Cluster Plan June 29, 1972, are you not? A. Yes, sir.

Q. And do you recall the names of the five who voted in favor of the Cluster Plan? A. I do.

Q. And who were they? [342] A. Mr. Rosa, who testified the day before yesterday. Mr. Beers, Mrs. Boucher, Mrs. Nussdorfer, and Mrs. Canady.

Q. And were any of the five whom you have named black?
A. Yes. Mrs. Canady is black.

* * * * *

Q. Now from having reviewed—I will withdraw that question. Have you had occasion to review Board minutes and

Board records pertaining to Board membership prior to the time you came to this school? A. Yes, sir.

Q. And you were in court the other day when Mr. Rosa testified? A. I was, yes.

Q. And he indicated he had been a Board member for 17 years? A. Yes.

Q. From the records, from having reviewed the records, do you know of any other Board members who have served that [343] long? A. Oh, yes. Mr. Rosa and Mrs. Nussdorfer and Mr. Ebersole, I believe, were the three that had the 17- or 18-year tenure, although Mr. Walsh, who left the Board as I was coming onto the Board, I believe he was replaced by Mr. Michael Walsh, had had at least 12, perhaps longer, of service to the Board, and Mr. Beers and Mrs. Boucher, I think, were in their second term at the time of the recall.

Q. Now on the basis of having reviewed Board minutes and Board records concerning the activities of the Board members whom you have named, have you ever found anything to indicate that those Board members acted or failed to act for purposes of discriminating against any ethnic group in Lansing School District? A. No. I think Mr. Rosa covered that very, very well, and I support what he said when he said that there were no overt acts of deliberate discrimination on the part of the previous Boards. I also agree with his statement, however, that all of us at one time or another commit unconsciously certain acts that must be called to our attention that do in fact cause severe damage. So I would support Mr. Rosa's testimony 100 percent. I don't think that the Board has ever deliberately and systematically set out to do a bad deed. I do think, however, as Mr. Rosa said, that there have been occasions when all of us, [344] myself included, have either—well, I prefer to say “subconsciously” reacted in a manner other than the appropriate manner.

* * * * *

[373] **Redirect Examination** of Dr. I. Carl Candoli

By Mr. Newman:

Q. Dr. Candoli, with regard to the Clusters known as 4 and 5 in the proposed plan which you recommended to the Board of Education on October 9, 1975, you relied upon certain or you employed certain guidelines as to your definition of a minority school, did you not? [374] A. Yes, sir.

Q. And what were those definitions or what were those guidelines that you relied upon? A. They were the guidelines that we utilized four years ago as we developed the original Cluster, and the guideline then—and we held that—was that any school that was over 45 percent minority was considered a racially imbalanced school.

Q. And what was the 10 percent? A. Oh, the 10 percent was the minimum range. The range of suitability, as we utilized it four years ago, was the 10 to 45 percent range, and that was derived from a number of papers that have—I don't know as they have been published, but they were, the Department of Education, Michigan Department of Education guidelines that were predicated on a plus or minus 20 percent factor from the minority population of the School District, and they were adjusted from there for our own purpose.

Q. Now, how many schools—

The Court: What was that number?

The Witness: The State Department had some preliminary publications that have never really been distributed, but the figure—

The Court: On a 10 to 20 basis.

The Witness: No, it was plus or minus [375] 20 percent from the actual percentage of minority students in the school system. And in the case of Lansing, for example, at the time we went into this it was 25 percent minority. Plus or minus, it

would have been from 5 to 45. My own very real concern suggests that with the 5 percent distribution there isn't sufficient support system for a youngster to make it at all, and we felt that 10 percent was a more acceptable figure for us.

Q. Were these guidelines also found in any of the Federal programs? A. Some of the Federal HEW guidelines allude to that, yes, sir.

Q. 10 to 45 percent? A. No. Plus or minus 20 percent over the actual percentage figure of minorities in a school system.

Q. Would you give an example to illustrate? A. Okay. Suppose Grand Rapids, which is about 28 percent minority, were directed to desegregate. The guidelines might be from 8 percent to 48 percent would be an acceptable range of schools with desegregated student enrollment, and anything outside of those guidelines would be either unbalanced majority or unbalanced minority.

* * * * *

EXCERPTS FROM TESTIMONY OF

[454] **DEWARD A. CLARK,**
called as a witness by the Defendants, being first duly sworn,
testified as follows:

Direct Examination

By Mr. Newman:

Q. Will you state your name in full, please? A. Deward Clark, Deward A. Clark.

Q. Where do you live, Mr. Clark? A. I live in Lansing, Michigan.

Q. And how long have you been a resident of Lansing, Michigan? A. Since 1940.

Q. And are you married? A. Yes, sir.

Q. Do you have children? A. Yes, two.

[455] Q. Are they grown? A. Yes.

Q. Now, are you employed at the present time? A. No, I am retired from the Lansing School District.

Q. When were you first associated with the Lansing District? A. 1940.

Q. And what was the nature of your association? A. I was a teacher at Walter French Junior High School.

Q. What did you teach? A. I taught Social Studies the first year, and the next year Science, General Science.

Q. And where did you obtain your degrees? A. My B.A. Degree was Battlecreek College; Master's Degree, Michigan State University.

* * * * *

[457] Q. How long were you the Assistant Director in the Pupil Personnel? A. Up until 1961. I became Assistant Director of Teacher Personnel.

Q. And how long did you remain in that position? A. Until I retired. I became the next year the Director and Assistant Superintendent in Personnel, and then retired in 1974.

Q. Now, when you were director of Teacher Personnel, what were your duties? A. The main duty at that time was the recruitment of teachers and placement on all levels, and also all the other employees.

[458] The Court: What, may I have the dates again?

The Witness: That was 1961 to '74. I was Director from '62 on.

Q. What was the policy that you were obligated to observe in employing personnel for Lansing School District? A. The policy we worked under was to employ the best possible teacher we could for the position in mind. We were given those—the rationale for positions came from principals, and we went out and tried to recruit people that they needed for given jobs. This was on all levels.

As you know, during the '60's, especially the first two-thirds of the '60's, teachers were extremely hard to get, and we recruited all universities and colleges. We recruited all universities and colleges in Michigan, and then the Big Ten. We also were obligated at that time through requests of the Board of Education and the Principals on their special needs to try our best to recruit minorities.

Q. And how did you go about trying to recruit minorities? A. We went to Fisk University.

Q. Where is Fisk University? A. Fisk is in Nashville, Tennessee. We went to Hampton Institute in Virginia. We went to Howard University in Washington, D.C. Later in the 60's we employed a black [459] consultant in personnel, Margaret Groves, and she took charge with Mark Burkholder of minority recruitment. We extended the recruitment then to the Atlanta Complex which is about five colleges; also Tuscaloosa in Alabama, and had, I would say, quite a bit of success in recruiting minorities.

Later on we went into the Chicano territory, and we recruited from Texas, the Rio Grande Valley, the colleges there; San Marcos, just north of San Antonio; and Kingsville, the big State College; The Pan American College in Edinburg, Texas. Also Arizona, New Mexico, and California.

Q. Did you participate in any of these searches for teachers? A. Yes, I did. Originally I went to the first colleges I named, and then after we hired Margaret, she took over and did that type of recruiting. And I did start—I went out and set the pace

in Arizona, Texas, Mexico—or, New Mexico and California, and then Mark Burkholder followed.

Q. Now when was Mrs. Groves employed? A. I don't have the exact date in mind. I have been retired two years, so you see what's happening.

I think in about—she has been with us for six or seven years.

Q. Is Mrs. Groves still employed by Lansing Schools? A. She is, yes.

[460] Q. In what position? A. She is consultant in personnel.

Q. And you mentioned that minority teachers were recruited at Fisk University or Fisk College? A. Fisk, Hampton Institute, yes.

Q. Now are these black schools? A. Yes.

Q. And originally who visited those schools? A. I went the first time, and then Margaret took over.

* * * * *

[462] Q. Now, how were teachers assigned to elementary schools in Lansing School District? A. Elementary schools at that time—

Q. What time are you talking about? A. I am talking in the 60's and the first part of the '70's. Elementary principals, I am sure you understand, don't work the full year and they are not there during the summer months. While the principals were there and the recruiting that we did in the spring, they were given the opportunity to interview applicants that we were able to send to them, and they would make their final decision to the personnel office indicating which one of the applicants they wanted. They would tell the personnel office what to look for when we went South or when we [463] went to any of the other universities and what their needs were early in the spring, if possible. Many times it wasn't possible because openings developed even after they left on their vacation.

So the personnel office went out and recruited for openings then. We might have had a hundred elementary teachers to hire, and we would hire those teachers. Many of those then were not interviewed by principals, so the Director of Elementary Education, with the help later when we had Margaret Groves, with her help and help from her staff, which are helping teachers, and these are teachers that are superior teachers that work with teachers. They are on her staff. They would sit down and——

Q. Whose staff? A. It was Grace Vanworth at the time, Director of Elementary Ed, her staff helping teachers. They would sit down and make the assignments trying to relate the background, the kind of teacher we had with the job that was open, and we would make the assignments then from the personnel office.

Q. Now Mrs. Evans is Director of Elementary Education in Lansing School District, is she not now? A. Yes, sir.

Q. And do you remember when Mrs. Evans joined Lansing School [464] District as a teacher, or do you not? A. I don't recall the exact date, but I certainly remember Mrs. Evans, yes.

Q. And why it is you remember Mrs. Evans? A. Because she is an outstanding teacher.

Q. And she has progressed through the Lansing School District, is that correct? A. That's correct. She is Assistant Principal at C. W. Otto Junior High School.

Q. She was or is? A. She was, yes, sir.

Q. And then she became Director of Elementary Education? A. Right.

Q. Now during the time you have been connected with the Personnel Office of Lansing School District, has there ever been any complaint from anyone about the number of minority

teachers assigned in minority schools? A. I personally do not recall any complaint directly from parents, nor from principals.

Q. And has there been any complaint from the Spanish surnamed people about the assignment of Spanish surnamed teachers to schools where there are substantial number of Spanish surnamed children? A. No. The only complaint coming from the Chicano committee—they have a committee representing the community [465] that works with the Board of Education—was that we couldn't get enough.

Q. They wanted more assigned? A. Yes, sir.

Q. Do you know of anyone who has ever discriminated against any minority teacher in the matter of employment or assignment of duties in Lansing School District? A. Well, would you rephrase that? Do I know whether anyone was discriminated against on purpose?

Q. Yes, on purpose? A. Or intent?

Q. Yes. A. No.

* * * * *

[466] Q. All right. How are the assistant principals and principals selected in Lansing School District? A. Assistant principals and principals are selected by a personnel committee. They first make application to the Personnel Office, and I don't believe in the last couple of years that has changed. They make their application. There is a Personnel Committee. On the Personnel Committee, for example, if it is an assistant principal, sits the principal of that given school where the vacancy exists. Also the Director of Personnel and the Director of Secondary Education, if it is secondary, or elementary, if it is elementary, and a given number of community people generally are on these committees.

Q. What do you mean community people? A. I mean people that are representative of a given community. While this may be a PTA person, it may have nothing to do with PTA, but somebody that's been active and intersted in education

from that community. If it's a position—well, the last one I can recall, there were three community people, two of them were black and there was one white. We have had Chicanos on the Committee also.

Q. And they participate in the selection? [467] A. In the final selection, yes, sir. And that recommendation then goes to the Superintendent of Schools, who in turn will recommend to the Board of Education.

Mr. Newman: You may cross-examine.

Cross-Examination of Deward A. Clark

By Mr. Davis:

Q. Did I understand you correct, Mr. Clark, to indicate that you have been directly involved in teacher personnel since 1961? A. Yes, sir.

Q. And can you indicate what the situation was that you found in 1961 in terms of employment of minorities, numbers? A. Yes. Of minority, we had very few minority at the beginning of 1961.

Q. Can you indicate—you have an affirmative action policy, do you not, with respect to minority teachers and staff? A. Yes, sir.

Q. Do you know when that policy went into effect? A. The exact date, I would say perhaps four years ago.

Q. Would I be correct in assuming then there was not an affirmative action program for teachers and staff prior to 1971? A. You might be correct in saying there wasn't a written policy, but there certainly was in the Personnel Office and from the oral statements of the Board of Education, [468] I considered it an affirmative action policy. That's why way before the written policy we were out on the road recruiting from the various colleges that I indicated.

And just one more thing. As I said, there were very few at the beginning of 1960 and there was a gradual, not as big as we wanted, but a gradual increase in the employment and the percentage, the ratio of minorities to non-minorities.

Q. Were you also in charge of assigning those teachers that were hired? A. I did not assign them directly. The secondary principals interviewed for secondary, the elementary principals, insofar as possible, interviewed for elementary. Those that couldn't, they were out on vacation and so forth, that assignment came from the Director of Elementary Ed working with the consultant in Personnel and her staff making final assignments.

Q. Well, who had the final say, if anyone, in terms of assignment? Did you have a veto power at all? A. If we did, it was never used. I wasn't aware we had a veto power over a principal, and the principal has the final say, period.

Q. Well, that about in terms of assigning principals, who had the final say in that regard? A. I believe I spelled out the way principals were hired. [469] They were hired by a Personnel Committee. No one person. However, if you check the policy of the Board of Education, the Superintendent has an actual veto on hiring, because it says he has full charge of hiring. And I was working through the Superintendent in terms of hiring.

Q. Well, let me ask you this: When you first took over these duties in 1961, were there any black principals? A. 1961?

Q. Yes. A. No.

Q. Do you recall when the first black principal was hired? A. I don't recall the exact date, sir.

Q. Do you recall who it was? A. As a principal?

Q. Yes. A. It could have been Cal Anderson.

Q. Let me ask you a different question: Do you recall what school this black principal went to? A. Well Cal Anderson was an Assistant Principal at West Junior High School.

Q. All right. Elementary School principal? A. Elementary school perhaps was Olivia Letts.

Q. And where was she assigned? A. I don't know whether she was Cedar Street or where at that [470] time.

Q. Isn't it a fact she was assigned to Lincoln Street School? A. Could be.

Q. You don't recall? A. Not exactly, no.

Q. Isn't it a fact—— A. That probably was before my time as Personnel Director.

Q. Isn't it also a fact when you took office or took the Director of Teacher Personnel Office in 1961, that Lincoln was a black school? A. Yes, it was.

Q. Referring now, for the Court's benefit and co-counsel's benefit, to Plaintiffs' Exhibit 21, directing your attention to Page 167——

The Court: What is Plaintiffs' Exhibit 21, do you have that? "Report to the Human Relations Committee."

By Mr. Davis:

Q. Now you indicated you had at least some responsibility in the assignment of teachers, is that correct? A. In the way I indicated, yes, an indirect.

Q. This chart on page 167 purports to show the number of minorities at the various elementary schools, do you see this? [471] A. Yes.

The Court: What chart is that, what page?

Mr. Davis: 167. It is towards the very end.

The Court: All right.

Q. It purports to show the number of minority, administrators and teachers and librarians, for the year 1963-64, is that correct? A. Yes.

The Court: Can you indicate by virtue of that chart which schools seem to have a minority principal, which would be in the second column there under "Administration"?

The Witness: Here on the first page it indicates Lincoln, one. On the second page it indicates Walnut, one.

The Court: This was in '63 then?

Mr. Davis: '63, that's correct.

By Mr. Davis:

Q. Now in terms of teachers, which would be in the second column from your right, can you indicate which schools have the minority or have minority teachers in excess of one? A. In excess of one, there was Lincoln had 3, Allen had 3.

[472] Q. All right. Lincoln had 3 of 7, is that correct? A. Three of 7.

Q. Plus the administrator? A. Yes.

Q. And—— A. Allen had 3 of 26.

Q. Now before we go further, isn't a fact that in that period of time, 1963-64, that Allen was becoming heavily minority? A. Well, it was becoming heavily minority, but it didn't happen all at once. It was a slow process.

Q. But it was one of those schools that had the most minority students in it, was it not? A. Well, I couldn't say. I don't have those figures in my fingertips.

Mr. Davis: I direct the Court's attention to page 9 of this Exhibit, which shows the minority count for Allen.

Q. Now I would ask you to tell me whether I am correct that they had 149 minorities out of 516? A. You are asking me?

Q. Yes. A. That's what this chart says, yes.

Q. Okay. Directing your attention then back to Page 167, can you indicate the next school that has more than one [473] minority teacher? A. Michigan Avenue.

Q. And that was a black school, was it not? A. Yes.

Q. And the next one? I think we skipped one here. Do you see this school here, Main, can you tell me what they had in minority teachers? A. You told me in excess. They had 1.

Q. In excess of 1, they had 1. That is Lincoln. And Michigan, correct? A. And Michigan, but Main was one. However—

The Court: So Lincoln had 3, Main 1?

The Witness: Yes.

The Court: And Michigan 3?

The Witness: Michigan 3, yes.

The Court: Out of 13 in Michigan and—

The Witness: 26 in Allen.

The Court: 26 in Allen?

The Witness: Yes.

The Court: All right.

By Mr. Davis:

Q. Were you aware of the fact that the predominately minority schools tended to have the most black teachers when you took your position? A. Yes, I was perfectly aware of that, and the Board at the [474] time in our discussions had discussed with me the situation and the possibility—not "possibility," but what we should do was to hire minority teachers and make sure from thereon that we were not loading them into an all-black school. I remember at a meeting with some of the representatives of NAACP, at that time there was a gentleman, a minister,

I believe it was, had got up, and we explained to him that our philosophy was, and would be from there on when we recruited, to try to scatter the minority teachers. We had little difficulty when we came to the Chicanos, because the Chicanos had a specific need, a language need, and the scattering of them didn't make good sense, because we were trying to hire minorities there that spoke Spanish and could help the youngsters on the early grade level, so there would be no doubt some concentration there, and that made sense to have it there. But we did go into the idea of spreading the teachers about.

The minister made the point that afterall, the white people should have the chance of associating with the black people. We felt at the time that the black teachers should be in the white community as well as in the black community.

Q. In light of that stated policy that you indicate you adopted when you took over, let me ask you about some [475] particular schools. First of all, about Michigan. We indicated, I believe, that Michigan had three teachers. A. Yes.

Q. At that time? A. Yes.

Q. And you adopted a policy of not assigning black teachers to just black schools, is that correct? A. This is what we tried to do, yes.

Q. You were not present yesterday when Mr. Semrau testified, were you? A. No, I was not.

Q. Well, let me indicate what his testimony was and ask you if that is your recollection.

He indicated—

(To Mr. Newman) And correct me if I am wrong, Counsel—that in 1968-69 there were 3 of 14 minority teachers. He indicated in the next year, 1969-70, that it had got up to 4 of 13. Do you recall an extra teacher being added to Michigan after this policy? A. No, but with federal programs going on, this could well have happened.

Q. He indicates in the next year 1970-71 there were 5 of 13.
A. Now I don't know the reason for that, but I am pretty sure it came through Federal funds and funding, especially [476] for that school. If we could hire a minority that seemed to have more than the white at that period, we would put her there.

Q. I didn't quite understand that? A. If we could hire a minority that seemed to have a better background for that given position at that time, she no doubt was put over at Mr. Semrau's school in Michigan Avenue.

Q. Do you recall that happening? A. No. I say specifically I don't recall who was put there or why. My opinion is it was related to Federal funds and Federal programs.

Q. But you do know that it is a fact that after you took over your position, that the percentage of minority teachers at Michigan did in fact increase? A. Yes. However, let me say something: The ratio was 3 to 7, as I noticed there. Did the ratio increase so much? Because you had a total staff of 14, you are talking the ratio of minority against, so let's talk in ratios there.

Q. My figures indicate 3 of 14 in 1968-69, and it went up to 5 of 13 in 1971-72. A. However, the first figure you gave me was 3 of 7. That's what I am referring to.

Q. That was Lincoln, Lincoln School had 3 of 7. I am referring to Michigan Avenue? [477] A. Okay.

Q. Well, was there anything done in moving to Lincoln Street School after your policy of not loading up teachers at one school, was there anything done about transferring some of the minority teachers from Lincoln, which had 3 of 7 plus the principal? A. This I don't know. The Director of Elementary Education would have charge of that.

Q. Well, let's direct your attention to another school. Main, I believe '63-64, according to Page 167 of the chart, had one teacher, is that correct? A. Right.

Q. You do know for a fact that that number increased?
A. Right, and I do know for a fact that the PTA and the people at Main Street School called it one of the best faculties of the District.

Q. But the fact is that there was a deliberate effort made, was there not, to put more minority teachers at Main Street School? A. I don't know whether it was deliberate or not and what rationale the Director of Elementary Education had at that time. I know that her rationale came from the request of the principal, and his request usually came from the request of the Community. So that's all I can go on there. And my understanding was that the Community was [478] exceedingly pleased with the staff of Main Street School.

Q. Well, is it your understanding that was the reason why minority teachers were placed in minority schools? A. I think the reason for placing any teachers is to get the best success we can get for the children of that given community. If it happened to be a minority, that's where the minority went.

* * * * *

[481] Q. Can you indicate for 1967-68 what the percentage was of minority students? A. The percentage of minority students was 14 percent.

Q. And the percentage for minority staff? A. Was 3.8.

Q. And these are contained in the bottom two lines? A. Yes.

Q. Of this Exhibit, correct? A. Yes, sir.

Q. And the number of teachers, elementary teachers in '67-68 was 39, is that correct? A. Yes. 39 black, 21 secondary black, and there were 4 black [482] administrators.

The Court: What, 39?

The Witness: Yes, 39 black elementary teachers in '67, and there are 21 secondary and 4 black administrators.

By Mr. Davis:

Q. And then in '68-69 it looks like there is one less black elementary teacher, 38, is that correct? A. That's right.

Q. And those numbers are reflected all the way across for each year up to 1972, correct? A. Yes.

Q. I refer you to four pages later. It should be page 39. This chart purports to show, does it not, faculty assignment by race? A. This, I am not acquainted with this chart, but this is what it looks like, yes. What date is this?

Q. This is as of—— A. This shows 8½ percent minority teachers.

Q. This is 1972, January 27, 1972. A. I see.

The Court: Now what schedule? Let's see if we are on the same——

The Witness: 35.

The Court: ——track here.

[483] The Witness: Well, this only goes through '71, but in '71 we had 9.2 percent minority staff.

The Court: Where are the dates on these charts?

Mr. Davis: That's at the beginning of the entire volume, your Honor.

The Court: Oh, I see.

The Witness: And in '72 I am sure we had more than 9 percent, yet this only shows 8.

By Mr. Davis:

Q. Now Section 4 indicates the names of schools with no minority teachers. From your recollection, would that be correct in 1972, as you remember? A. Yes, or I couldn't say specifically, but I wouldn't question it. It looks all right to me.

As I recall, the year I left in '74 there weren't any schools without minority teachers.

Q. Before referring to the next chart, just to make sure that this is within your area of experience and expertise, the assignment of teachers around the School District after they were hired, was this within your duties? A. The recruitment was in—within my duties, and the assignment, insofar as, a consultant from my office served with the Director and the Principals in the assignment. As I explained before, the Principals generally [484] had the say on which teacher they wanted. The Director of Elementary Ed worked with her staff and a member of my staff in making summer assignments.

Q. Would you have been aware in your professional responsibilities of the experience of the teachers at the various schools? A. I would if it were brought specifically to my attention for a given reason, but as these assignments were made, the Director of Elementary Ed certainly was aware of experience.

Q. Do you recall being made aware or having it brought to your attention that minority schools had the most experienced teachers, do you recall that ever being brought to your attention? A. No.

Q. Do you recall whether or not that was true or not? A. I don't know whether that was so.

Q. Directing your attention—and you may not know the answer; just say so—to two pages later in this volume.

Mr. Davis: Your Honor, it should be Page 41.

The Court: The pages just aren't numbered.

Mr. Davis: I know. This one.

Q. It purports to show the years of experience to various [485] schools. Would you be aware of whether any of these figures were correct or incorrect? A. No, I am not aware whether they would be or not.

Q. I see. Very well. Well, when you determined or found out that even after your policy minority teachers were still being

assigned to minority schools, being Main and Michigan, did you bring this to anyone's attention, the School Board, indicating that this was contrary to your policy? A. No.

* * * * *

EXCERPTS FROM TESTIMONY OF

[198] GEORGE T. DAVIS, JR.,

called as a witness by the defendants, being first duly sworn, testified as follows:

Direct Examination

By Mr. Newman:

Q. Your name is George T. Davis, Junior? A. Yes, sir.

Q. And what is your residence address? A. 526 South Chestnut Street.

Q. Lansing, Michigan? A. Lansing, Michigan.

Q. How long have you lived in Lansing, Michigan? A. 28 years.

[199] Q. And what is your age? A. 28.

Q. Now, did you attend school in Lansing? A. Yes, I attended Kalamazoo, Western, and Sexton.

* * * * *

[200] Q. And you are black yourself? A. (Witness nodding).

Q. I mean, the record has to show that. A. Yes.

Q. I can tell it. A. Yes.

* * * * *

[201] Q. Now, what elementary school did you attend in Lansing School District? A. Kalamazoo Street School.

Q. And at the time you went there to the Kalamazoo Street School, about what was the division of the races? A. At that

time I lived on the north side of the Main Street, 838 West Main Street, and on the south side of the Main Street, on the other side of the street, most of the kids went to—all of the kids went to Lincoln and I went to Kalamazoo Street, because I lived on the other side of the street.

Q. Now, do you know about what the percentage of blacks **[202]** was and the percentage of the whites was at Kalamazoo when you attended Kalamazoo? A. At that time it must have been around about—I would say around about under 10 percent.

Q. The number of black students would be about under 10 percent? A. Yes.

Q. And the bulk were whites? A. Yes, sir.

* * * * *

EXCERPTS FROM TESTIMONY OF

[488] VERNON EBERSOLE,

called as a witness by the Defendants, being first duly sworn, testified as follows:

Direct Examination

By Mr. Newman:

Q. Please state your name in full? A. Vernon D. Ebersole.

* * * * *

[488] Q. Are you a member of the Board of Education of Lansing School District? **[489]** A. Yes, sir.

Q. Have you had any other connection or association with Lansing School District other than as a Board member? A. Yes, sir.

Q. What? A. I was a teacher.

* * * * *

Q. What did you teach? A. Music.

[490] Q. And by that, what do you mean? A. Band, orchestra, choir, glee clubs.

Q. When you taught, were there any minority students in your classes or courses or organization? A. Yes, sir.

Q. When did you first become a member of the Board of Education? A. July 1, 1955.

Q. How did you happen to seek membership on the Board of Education? A. Prior to that there was a Citizens' Committee that had been organized, and I served on that committee, and that stirred up interest in the workings of the Board of Education, so the following year I ran for the Board of Education and was elected.

Q. And how long have you served? A. Since 1955, 21 years.

* * * * *

[498] By Mr. Newman:

Q. Mr. Ebersole, are you familiar with some of the sites of the elementary schools in Lansing School District? A. Yes, sir.

Q. And with regard to the matter of site size, are you able to make any general statement that applies with regard to the site size and the time that it was acquired, the site was acquired? A. That is within my term on the Board.

[499] The Court: You are referring now to the——

Mr. Newman: If the Court please, I will hand Mr. Ebersole Defendants' Exhibit 18——

Q. ——and ask you if you recognize this as a history of an account of the site size in Lansing School District? A. Yes, I do.

Q. With regard to the matter of site size, what can be said as to the size relative to the time the site was acquired? A. Well, prior to my being on the board, and just glancing down this list,

the original site sizes were considerably smaller than they are today, very much smaller.

Q. Now after you were on the Board and after annexations took place, can you say whether or not there was any increase in the site size of elementary schools? A. Yes, there was.

Q. Will you state to the Court whether or not with regard to annexations that took place the annexed school district had acquired sites before annexation occurred? A. Many had.

Q. And after Lansing School District had grown with the annexations, did the School District itself procure some sites? A. Yes, they did.

Q. And with regard to the sites that were procured by Lansing [500] School District, will you state whether or not there was a tendency to increase the size of the sites? A. Wherever possible, yes, sir.

Q. And how were these sites procured by Lansing School District while you were on the Board? A. Through purchase.

Q. And was there ever any indication of exchange, that you might recall? A. There could have been one or two where we had a piece of land that we figured out was not adaptable to a school site and a realtor had the land that would fit into the picture, and he and the Board would arrange a swap of those pieces of land, yes.

Q. Now where you procured sites by purchase, will you state whether or not those sites were in developed areas or undeveloped areas? A. They were, by and large, in undeveloped areas.

* * * * *

[501] Q. And with regard to the purchase price for sites in undeveloped areas, will you state to the Court what the price would be relative to purchase of land in a developed area? A. In relation to——

Q. Yes. If you have to buy sites where there is a built-up area with houses or buildings on it, how does that compare with the purchase of sites that I guess are undeveloped? A. The developed areas of course are much higher.

Q. Now are you familiar with—I know your testimony, but are you familiar with Beekman Center? A. Yes, sir.

Q. Is that an elementary school? A. No, sir.

Q. What kind of a school is it? A. It is for the mentally retarded, primarily.

Q. Now was that a school facility that was developed after you were on the Board of Education? A. Yes, sir.

Q. Do you recall the purchase of land for that center? A. Yes, sir.

Q. And do you recall how many acres was procured? [502] A. Approximately 50 acres.

Q. And do you recall the price? A. I think it was around a thousand dollars an acre.

The Court: Is that site on this schedule, Beekman?

The Witness: No, sir, it is not.

Mr. Newman: Your Honor, on Deefndants' Exhibit 17 Beekman Center is recorded 56 acres.

The Court: All right.

By Mr. Newman:

Q. While you have been on the Board of Education, has the Board of Education purchased land to expand the sites of some of the elementary schools, some of the older elementary schools? A. Yes sir.

Q. Has the Board of Education also purchased land for the Vivian Riddle School? A. Yes, sir.

Q. And do you recall what the purchase price was in general with regard to sites for Vivian Riddle School? A. They run between \$350,000 and \$400,000.

Q. The total? A. The total.

Q. Do you remember how many sites there were? A. There were approximately 33 or 34.

[503] Q. And were those parcels that were purchased for the Vivian Riddle School located in a built-up area or an undeveloped area? A. In a built-up area.

Q. Now, will you state for the Court what your view of bussing of school children is? A. My view of school bussing is that we should have no bussing of youngsters except where the matter of distance and/or safety.

Q. And what was your position before you became a Board member? A. The same.

Q. With regard to bussing? A. The same.

Q. What is your position now? A. That is my position now.

Q. Do you recall that a time came when mobile units were employed in Lansing School District to house children? A. Yes, sir.

Q. Do you remember about when that was? A. It was around 1960 to '61, in that year, the early '60's.

Q. That's when it began? A. Yes, sir.

Q. Why were mobile units employed? A. Because of the overcrowding of the schools.

[504] Q. And were they employed throughout the School District where necessary? A. Yes, sir.

Q. And did a time come when some of the parents of students at Main Street objected to the use of mobile units there? A. Yes, sir.

Q. And do you recall what was eventually done with regard to the matter of using mobile units at Main Street? A. Well, a mobile unit was put in there.

Q. All right. How long—do you remember how long mobile units stayed at Main Street? A. No.

Mr. Newman: This is Defendants' Exhibit 16.

The Court: Maybe we better take a ten-minute recess for the convenience of all.

(At 11:06 a.m. a recess was taken.)

By Mr. Newman:

Q. Mr. Ebersole, do you have before you a copy of Defendants Exhibit 16? A. Yes, sir.

Q. And will you observe the column headed "1962?" A. Yes, sir.

Q. And do you see the names of any elementary schools in that column? [505] A. Yes, sir.

Q. What are they? A. Wainright, Main, Cavanaugh.

* * * * *

[505] Q. In 1962, what was the racial composition again of the elementary school? A. It was predominantly white.

Q. And what was the racial composition—

The Court: What was the answer?

The Witness: Wainright.

The Court: Wainright?

The Witness: Yes, sir.

The Court: In 1962?

[506] The Witness: Yes, sir.

The Court: And the question is what was the racial—

Mr. Newman: Composition of the student body.

The Court: The student body of Wainright?

Mr. Newman: Yes, sir.

The Court: Where do we find that out on this document?

The Witness: It isn't on the document, sir.

Mr. Newman: This is memory we are testing.

The Court: All right. The memory bank?

The Witness: Yes.

By Mr. Newman:

Q. And what was the racial composition of Main in 1962? A. It was predominantly black.

Q. And what was the racial composition of the student body at Cavanaugh? A. Predominantly white.

The Court: Wainright was predominantly white also?

The Witness: Yes, sir.

[507] Q. Now the columns headed 1963 and 1964 record the same schools, do they not? A. Yes, sir.

Q. When you come to 1965, you observe Bingham, High, Cedar, Wainright, Everett, Main, Bingham, Holmes, Wainright, is that correct? A. Yes.

Q. And what was the—as you recall—the racial makeup of the student body at Bingham in 1965? A. That was predominantly white.

Q. And how about High? A. High at that time, as I recollect, was bordering on the Chicanos as a predominate.

Q. What about Cedar? A. Well, Cedar was still predominantly white, but again the Chicanos were moving in.

Q. And do you recall what the racial makeup of student body at Everett was at that time? A. That was white.

Q. And then Main? A. Main was black.

Q. And Bingham? A. White.

Q. And Holmes? A. That was white.

[508] Q. And then Wainright again? A. Still white.

Q. Now did a time come when some of the parents at Main Street School objected to the use of mobile units? A. Yes, sir.

Q. And eventually was some action taken with regard to the matter of mobile units being located at Main? A. Yes, sir.

Q. What was that action? A. The action was that the mobile unit was moved from Main.

Q. Now you have indicated that mobile units were used to relieve overcrowding. A. Yes, sir.

Q. What was done to take care of whatever overcrowding existed after the mobile units were removed? A. These—the overflow at Main were moved to another school.

Q. And I hand you Defendants' Exhibit 81——

The Court: Well, now, just a minute. Moved to another school?

The Witness: Yes, sir.

The Court: Were they assigned to another school?

The Witness: Yes, sir.

The Court: How did they get there, walk?

[509] The Witness: No.

The Court: Bussed?

The Witness: Yes, sir.

The Court: And what school was that that they were moved to?

The Witness: Walnut.

The Court: Walton?

The Witness: Walnut.

The Court: All right.

By Mr. Newman:

Q. Now 81 reflects a resolution that was adopted by the Board of Education, does it not? A. Yes, sir.

Q. And what does this relate to? A. The transfer of children from Main Street School to Walnut Street School.

Q. And at that time what was the racial makeup of the student body at Walnut School? A. Predominantly white.

Q. And do you know why it was that Walnut Street School was selected for the transfer of these students? A. Yes, because their room was available to put these folks over there.

Q. And what was the desires of the parents of the children? A. From Main Street?

[510] Q. Yes. A. They were very desirous to have this done.

Q. Now Exhibit 81 indicates that the motion was made by Mr. Walsh. A. Yes, sir, that is Mr. Thomas Walsh.

Q. Yes, sir. Do you recall how long Mr. Walsh served as a member of the Board of Education? A. He served for 12 years.

Q. And are you familiar with Mr. Walsh's political philosophy and how it was on Governmental and school matters? A. Yes, sir.

The Court: That is Thomas Walsh?

The Witness: Thomas Walsh, yes, sir. That differentiates from the current Mr. Walsh, who is Michael Walsh.

A. Mr. Newman: I am sorry, I——

The Court: All right. Go ahead.

Q. How would you characterize Mr. Walsh's political philosophy? A. His philosophy is very liberal.

Q. And is he a member of any political party that you know of? A. If I understand, he is a member of the Democratic Party.

Q. Have you ever known Mr. Walsh to support any discriminatory action against any minority? A. No, sir.

[511] Q. Have you ever known him to support any discriminatory action against anyone, as a matter of fact? A. No, sir.

Q. Now while you were on the Board, were citizens' committees appointed? A. Yes, sir.

Q. And do you recall whether a citizens' committee was appointed by the Board of Education in 1965? A. Yes, sir.

Mr. Newman: This is Plaintiffs' Exhibit 5.

Q. I hand you Plaintiffs' Exhibit 5, which purports to be a report of the Citizens' Advisory Committee that was appointed in '65 and reported in 1966. Do you recognize this as a document similar to which you have seen before? A. Yes, sir.

Q. And on page Roman numeral five, do you see the names of the members of the Executive Committee? A. Yes, sir.

Q. The Chairman was whom? A. Rabbi Philip Frankel.

Q. Are you acquainted with Rabbi Frankel? A. Yes, sir.

Q. And is he associated with some religious organization in Lansing School District? [512] A. Yes, sir, he is the Rabbi of the Jewish Church in Lansing.

The Court: I think there is testimony already in the record of Rabbi Frankel's participation in the Committee activities, and likewise with Mrs. Canady. We have had a hearing on this matter before, several hearings, and this Committee Re-

port has been discussed before. So the Court is familiar with the fact that Rabbi Frankel was a Rabbi in the Jewish faith and actively participated in this program.

Mr. Newman: Well, your Honor, I wanted to bring out in addition that there were members of other minority groups that served, and the capacity in which they served.

The Court: Wasn't that already testified to?

Mr. Newman: I do not believe so.

The Court: All right.

Mr. Newman: Except that I know that Mrs. Clinton Canady, Jr., testified that she was a member, but I don't believe that it has been established as to the racial background of Dr. Hazel Turner and some of the other members. I was just simply trying to bring out that this committee was made up of a cross section of Lansing and included a number of blacks and some Spanish [513] surnamed people also.

The Court: Go ahead.

By Mr. Newman:

Q. Over the years have you been acquainted with Mrs. Clinton Canady, Jr.? A. Yes.

Q. Is she also known as "Hortense Canady?" A. Yes, sir.

Q. Do you know offhand how long your relationship with Mrs. Canady has lasted? A. Up to the—at the time of the formation of this Committee, I became acquainted with her.

Q. All right. Did she later on become a member of the Board of Education? A. Yes, sir, she did.

Q. Do you remember about when that was? A. 1969, I believe.

Q. Now do you recognize on the Committee any other members of any minority groups? A. My recollection is under the

Steering Committee, that Mr. David Duncan and Mr. Albert L. Kelley were of minority groups.

Q. And on Committee as a whole, do you recognize any other names than you have already mentioned? A. Yes.

[514] Q. And what other names do you recognize? A. Mr. Benjamin Gibson, Mr. Curtis L.—

Q. Mr. Benjamin Gibson, what is his profession? A. He is an attorney.

Q. And what minority group does he belong to? A. He is black.

Q. All right. A. Mr. Curtis Groves. He works at the Post Office, and he is a black. Grady Porter is a black. I believe he works at Oldsmobile. Mr. William Riddle, he is a black.

Q. And if there are other minority members, you don't recognize them? A. I don't recognize them as such.

Q. Now during the time that this Committee was functioning, was the Board concerned with Lincoln Elementary School and any desire of parents of students attending that school? A. Yes, sir.

Q. And what was that, what was the problem or what was going on with regard to Lincoln Elementary School while this Committee was functioning? A. The two—there were two problems: One was the population of the Lincoln School was falling off as the expansion of Oldsmobile was taking place, and the second was that the black community was quite anxious to have this [515] facility closed and their pupils transferred to another location.

Q. And did a time come when that was—when Lincoln School was closed? A. Yes, sir.

Q. With reference—

Mr. Newman: My problem arises from the fact that I have a copy of a Board resolution that is not marked as an Exhibit,

and yet it is in the schedule—or, it is in the Exhibits that have been received, Defendant's Exhibit 30.

The Court: See if you have it.

Q. I invite your attention to Defendants' Exhibit 30, Page 5.

Mr. Newman: Now, your Honor, up in the right-hand corner there is a number 61, but below that is July 22, 1965, Page 5.

The Court: Yes, Lincoln School.

Q. Were you at the meeting on July 22, 1965, when this resolution was submitted to the Board of Education? A. Yes, sir.

Q. And who made the motion? A. It was moved by Mr. Thomas Walsh.

Q. And who supported it? A. Mrs. Katherine Boucher.

Q. And will you state to the Court whether or not there had [516] been any discussion of this matter closing Lincoln School with concerned parents before the Board acted? A. Yes, sir.

Q. And was there discussion that night, if you recall? A. Yes, sir, there was.

Q. And was that motion to close Lincoln as an elementary school passed? A. Yes, sir.

Q. Did Vernon D. Ebersole vote on this matter? A. Yes, he did.

Q. And what was your vote? A. "No."

Q. And you were one dissenter? A. Yes, sir.

Q. Now, will you state to the Court what the basis of your dissent was? A. Yes, sir, and I believe it states it in the minutes of that meeting.

Q. All right. A. That the Board was moving too rapidly towards the closing of the Lincoln School, and there were many other facets which should be investigated before taking this step.

Q. Now was this facility, was this building actually abandoned by Lansing School District at that time, or was the—
[517] A. No, it was not.

Q. Or was continued use made of the building? A. Yes, sir.

Q. Do you remember for what purpose? A. For the handicapped young people, emotionally disturbed.

Q. And were there any citizens in that area who were also permitted to use the building during the—when the children were not present? A. Yes, sir.

Q. And who were permitted to use it? A. The people in the area using it as a community center.

Q. And now did a time come when that building was demolished? A. Yes, sir.

Q. Why did this happen? A. The reason for that being that facilities had been acquired for moving the people that were using the building to another location, plus the fact that Oldsmobile needed this land for their expansion purposes.

Q. Now you say that the school population had been declining at Lincoln? A. Yes, sir.

Q. What would bring that about? A. Well, I had mentioned one, the expansion of Oldsmobile. The second one was the highway expansion of 496 coming down and taking up two streets, Main Street on one side [518] and St. Joe on the other, which cleared out many, many homes.

Q. Are you acquainted with Mrs. Boucher? A. Yes, sir.

Q. And do you have some idea about her political philosophy?
A. She I would class as a liberal, as I would Mr. Walsh.

Q. Have you ever known Mrs. Boucher to vote to discriminate against anybody? A. No, sir.

Q. Now how did the Committee that was functioning at that time respond, if you recall, to closing of Lincoln Elementary School?

The Court: What page?

The Witness: Page 9, sir.

A. According to the Committee report—and may I read this?

Q. Yes, I think so. A. "It is recommended, therefore, that as and to the extent that predominately Negro schools"—that is naming Kalamazoo, Michigan, and Main—"continue to be overcrowded, that the present policy of transporting the overflow of children to other areas in the City at large be continued and that, as and when these schools are phased out, which will be the subject of separate recommendations, all of the children from these service areas be transported to and throughout the other service areas of [519] the City at large, following the general policy set forth by the Board of Education in phasing out the Lincoln Elementary School."

Q. Now during this period of time around 1964 and '65 were the number of students who attended the Kalamazoo Street School affected in any way? A. Yes, sir.

Q. In what way? A. Again the I-496 corridor was taking out homes of youngsters attending this school as well as the State of Michigan having an expansion program to the west of the Capitol taking out homes with the idea that a new Capitol as well as additional State office buildings were to be built.

Q. And did a time come when consideration was given to closing Kalamazoo School? A. Yes, sir.

Q. And do you recall whether or not the Committee had any recommendations to make with regard to Kalamazoo Street School and its continued use? A. Yes, sir.

Q. I hand you Plaintiffs' Exhibit 5 and call your attention to Page 23. Does that set forth the recommendations? A. Yes, sir.

Q. And what were the recommendations with regard to Kalamazoo [520] Street School? A. That this facility be phased out as a K-6 facility at the earliest date possible with no major expenditures to be made on the physical plant, and that the students in the present attendance area be bussed to outlying schools which serve predominately white attendance areas.

Q. And did a time come when the Board of Education did phase out Kalamazoo Street School as an elementary school? A. Yes, sir.

Q. And I hand you Defendants' Exhibit 31 and ask you to state what that is. A. It is phasing out of the Kalamazoo and Michigan Avenue Schools.

Q. Who made the resolution? A. Mrs. Canady.

Q. And who supported it? A. Mr. Ebersole.

Q. That is you? A. That is me.

Q. Now would you read that resolution, please?

The Court: What page.

The Witness: Page 7, sir.

The Court: All right.

A. "It was moved by Mrs. Canady, supported by Mr. Ebersole, that the scheduled plan for the phasing out of the [521] Kalamazoo Elementary School by June 30, 1970, and the Michigan Avenue Elementary School by June 30, 1971, as outlined in the position paper entitled 'Final Plans for Eliminating DeFacto Segregation in Elementary Schools,' unquote, dated September 22, 1969, be adopted; that special plans be developed for future use of the Michigan Avenue School as an elementary center for enrichment and have the Kalamazoo School as a center for continuing education including program descriptions,

space allocation, and cost estimates of any necessary renovation; and that fixed geographic boundaries be established assigning pupils in these two attendance areas to specific receiving schools."

Q. Now was that motion put to a vote? A. Yes, sir.

Q. And did it carry? A. It carried unanimously.

Q. And was Kalamazoo Street School phased out as an elementary school? A. Yes, sir.

Q. And what happened to the students who remained in that attendance area? A. They were bussed, as the resolution suggests, to predominantly white schools.

Q. Did Mrs. Canady ever vote to discriminate against any [522] group, that you know of? A. No, sir.

Q. Now, Mr. Ebersole, inviting your attention again to Plaintiffs' Exhibit 5, Page 25——

The Court: Plaintiffs' Exhibit 5, that is a report.

Mr. Newman: Citizens' Committee.

The Court: All right.

By Mr. Newman:

Q. At the bottom of the page do you find any entry concerning the Committee's reaction to the closing of Lincoln School? A. Yes, sir.

Q. And what does it say? A. "The Citizens Advisory Committee is in accord with the action taken by the Superintendent and the Board of Education in closing Lincoln School as an elementary school and commends their positive approach to——"

The Court: Is this on Page 1?

Mr. Newman: 25, your Honor.

The Court: I have got Page 6.

The Witness: At the bottom.

The Court: That is——

Mr. Newman: Page 25.

The Court: 25?

Mr. Newman: Yes, sir.

[523] The Witness: That is titled "Lincoln Elementary School."

The Court: Yes. All right.

A. The bottom paragraph: "And commends their positive approach to a difficult problem."

Mr. Newman: Your Honor, pages 26 and 27. Twenty-six is headed "Main Street School."

The Court: Yes.

By Mr. Newman:

Q. Did the Committee make any recommendations with regard to Main Street School and bussing of students? A. Yes, sir.

Q. What recommendation was made? A. "That the enrollment be reduced and that overflow enrollment be continued to be transported to other schools."

Q. And did their Committee also consider Michigan Avenue School? A. Yes, sir.

Q. Did it make any recommendations? A. Yes, sir.

Q. Did it make any recommendations relative to what should be done with Michigan Avenue School? A. Yes, sir.

Q. What were they? A. That this building be phased out as a K-6 facility as [524] soon as possible with no major expenditures made on the physical plant.

Q. Did it make any discussions or recommendations as to assignments of students? A. Yes, sir.

Q. What? A. That the students in the present attendance area be bussed to outlying schools which serve predominantly white attendance areas.

Q. Now will you state to the Court whether any influences have operated to affect the Board with regard to Michigan Avenue School over which the Board had no control? A. Yes, sir, there have been two. I stated one, and that was the expansion of the State of Michigan in acquiring land for future growth in their office and Capitol Complex. And the second was a Logan-Butler artery traffic pattern, which has been on the drawing board for approximately 15 years with the State Highway Department. This means that Logan would be one-way going either north or south with Butler Boulevard then becoming one-way going in the opposite direction. This affected the thinking along Michigan Avenue School lines quite a bit.

Q. Why? A. For the simple reason within this Logan-Butler Complex, the School itself would be left on an Island, per se, [525] with youngsters crossing two main highways; and, secondly, the lack of students to attend this school.

Q. Now, has the State of Michigan ever indicated to you whether or not—so indicated to the Board of Education whether its program of converting these two streets into boulevards has been abandoned? A. No, they have not.

Q. Has the State of—or, I will withdraw that. What has happened to Michigan Avenue School as far as the State of Michigan? A. The State has purchased the building.

Q. And when did that take place, if you recall? A. Approximately two years ago.

Q. And since the State has taken or has purchased this building, do you know if any additional land became available to the School District to use in connection with Michigan Avenue? A. Only that land which we have purchased in this area.

Q. And where was that? A. This was to the south and west of the Michigan Avenue School, approximately two to three blocks.

Q. Do you know whether or not the State of Michigan has abandoned its contemplated project of expanding the Capitol Complex to the west? A. I do not.

[526] Q. Do you know whether in fact the State of Michigan has developed other areas for Government—for State Government buildings? A. Yes, sir.

Q. And where are they located? A. They are in the southwest part of the community known as Windsor Township.

Q. Has there been any expansion of business in the area that has affected decisions as to the elementary schools in their so-called "River Island Area"? A. Yes, sir.

Q. What? A. Primarily the expansion of the Oldsmobile plant.

Q. And are you familiar with the industry known as Industrial Welding? A. Yes, sir.

Q. Has any other activity taken place that has affected schools in the so-called "River Island Area"? A. There is another factor that has entered into it, and that was the expansion of the Lansing Community College.

Q. And how did that effect elementary schools in that area? A. By removing homes in their expansion program.

Q. And reducing the—— A. Reducing the student population.

Q. Have there been any other schools phased out in this [527] area besides Kalamazoo and Lincoln? A. Yes, sir.

Q. What were they? A. There has been the Townsend Street School.

Q. Now why was that phased out? A. The lack of student population and the expansion of the downtown area.

The Court: We will take a recess at this time. 1:30.

(At 12:10 p.m. the noon recess was taken.)

AFTERNOON SESSION, MONDAY, OCTOBER 20,
1975, 1:40 P.M.

The Court: All right. You may proceed.

By Mr. Newman:

Q. Mr. Ebersole, do you recall when you were on the Board in 1957 when a time came when some white people from the Main Street attendance area requested the Board of Education to take some action with regard to transferring students? A. Yes.

Q. Now, would you step down, and with reference to this map, would you point out to the Court where the so-called "Heatherwood Area" is located in the Lansing School District? [528] A. Right in here.

Q. In Main Street. You may return to the stand.

At that time how was the population distributed in the Main Street attendance area? A. Well, it was predominantly black.

Q. Where did the blacks tend to live and where did the whites tend to live geographically? A. The whites tended to live in the Heatherwood area as I pointed out. The blacks lived to the south of that and to the east.

Now, what did the whites want the Board of Education to do with regard to the matter of some change to be made in Main Street attendance area? A. They wished the boundary lines could be changed so that more whites could be brought into the Main Street area.

Q. I am talking about whites now. A. Oh, excuse me. I don't know.

Mr. Newman: May I ask a leading question, your Honor?

The Court: Yes, you may.

Q. Was there a time when some of the white residents of the Main Street attendance area wanted a portion of Main Street detached from the Main Street attendance area, or do you recall that? [529] A. Yes.

Q. All right. What did they want the Board of Education to do? A. To attach to that another elementary attendance area.

Q. And did the Board of Education grant that request? A. They did not.

Q. Then subsequently did some of the black parents come to the Board of Education with a request with regard to Main Street School attendance area? A. Yes, they did.

Q. And do you recall what the representatives of the Black community in that area desired? A. They also desired a change of boundaries in which Blacks could be transferred to another school.

Q. And was that request granted? A. It was not.

Q. Now, why were both of these requests refused? A. For the simple reason that again—at that time the philosophy of the Board was this was a neighborhood school and that the youngsters would do as well or better within their own neighborhood school concept than picking them up and transferring them to another district.

The Court: Just a moment. In the Main Street School in the Heathers Addition—

The Witness: Heatherwood.

[530] The Court: Heatherwood.

The Witness: Yes, sir.

The Court: Heatherwood was predominately white and the Main Street was predominately black?

The Witness: That's right.

Mr. Newman: Excuse me, your Honor——

The Court: Now could you change the boundaries in any way which would dilute the composition of each school?

The Witness: Not and do what the folks requested.

The Court: Well, that isn't the question. The question is could it be done?

The Witness: At that time?

The Court: Yes.

The Witness: No.

The Court: Why not?

The Witness: Because of the distance that the youngsters would have to walk to get to school.

The Court: Is that the only reason?

The Witness: Well, that was a predominate reason, yes.

The Court: What was the distance?

The Witness: That I wouldn't know. I'd have to go back and measure it.

[531] The Court: Was it a mile?

The Witness: Oh, yes, at least a mile.

The Court: A mile and a half?

The Witness: Yes, yes, sir.

The Court: Not all children would have to walk a mile and a half?

The Witness: No, not all of them.

The Court: If they're adjoining, those closer to the dividing line would have to walk less distance probably than those who were more remote from the line?

The Witness: Not in the composition of the neighborhood. We have a senior high school that sits between the two—sets between the two schools, and they would have to be walking around the senior high, either way.

The Court: Well, how big an area does the senior high take?

The Witness: Twenty-five acres.

The Court: All right.

By Mr. Newman:

Q. Mr. Ebersole, with reference to Plaintiffs' Exhibit 57, do you observe the Main Street attendance area, the Verlinden attendance area and the Michigan Avenue attendance areas? [532] A. I do.

Q. Would you step down and point out to the Court where those three areas are? A. Main, Michigan, Verlinden?

Q. Now, will you point on that map where the Heatherwood attendance—or, where the whites living in Main Street area? A. In here.

The Court: And that's what?

The Witness: Beg your pardon?

The Court: And that's what?

The Witness: That's the Heatherwood area in the Main Street.

The Court: You see, when we put it on the record, we have to have it identified.

The Witness: I am sorry.

The Court: The "here" wouldn't be intelligible to the reviewing Court.

By Mr. Newman:

Q. The Court is asking whether that is north, south, east, or west so that the record will reflect. Now with regard to Main Street attendance area, what part is the so-called "Heatherwood" that was predominately white at that time? A. That is in the northern part of the Main Street attendance area.

[533] Q. And then what is the school service area of Michigan? A. Michigan is a corridor-type running east and west between Verlinden and Main.

Q. Now, where in the Michigan attendance area is Sexton High School located? A. Sexton High is in the western part of the Michigan attendance area.

Q. Now if the whites had been detached from Main and attached to Verlinden, what would have happened to Michigan Avenue? A. Well, if any boundary changes were to be made in here, all three schools would have had to be taken into consideration.

Q. But assuming the boundary lines were simply changed at the north end of Main and the corridor of Michigan was chopped off so that you had lines running from Verlinden extending down to Main, what racial composition would be picked up if that were done? A. White.

Q. Now, at that time—this is 1957. A. Yes, sir.

Q. What was the racial makeup of Michigan Avenue? A. That was white.

Q. And if, on the other hand, assuming that the lines had been extended north from Main up to Verlinden, again would you have to cut off the Sexton area? [534] A. You are presuming to take the northern boundary of Michigan?

Q. Yes. No, the northern boundary of Main and extend it north. A. To the northern boundary of Michigan?

Q. Well, up into the Verlinden area. A. Again, you would wind up with predominately whites.

Q. All right.

The Court: That would be the consequence of that?

The Witness: Yes, sir. But remember you have Sexton High School in here, of which you have no population at all, and the northern boundary of Michigan borders right on Sexton High School, so you would pick up very, very few whites, if you were to move this boundary up here.

The Court: Well, if the request of the Blacks at Main was to include more people in the Heather——

The Witness: Heatherwood.

The Court: ——wood Addition——

The Witness: Yes, sir.

The Court: ——your denial of that request maintained then a predominantly black school and a predominantly white school?

The Witness: Yes, sir.

[535] The Court: That was a consequence of that decision?

The Witness: Yes, sir.

The Court: All right.

By Mr. Newman:

Q. Well, I think you misspoke, Mr. Ebersole. Heatherwood is in Main, Main attendance area.

The Court: Well, the white—then what area of it did the blacks request that you include in the Main Street School?

The Witness: They didn't request any special area. They wanted us to take this whole area in here and redraw boundaries

so that the mix was changed around. We had the Administration study it, and they could come to no satisfactory conclusion that the boundary lines could be changed so a satisfactory decision could be made so the youngsters that were black could get to either Verlinden and/or Michigan so the racial mix would be better.

Q. At that time was anyone suggesting that students should be bussed? A. No, sir.

Q. Now with regard to the two buildings, the school building at Main and the school building at Verlinden, are these buildings described in any particular descriptive phrase [536] that indicates anything as to their similarity? A. They're identical twins.

Q. And were both of these—were additions added to both of these buildings? A. Yes, sir.

Q. And were both of these buildings modernized? A. Yes, sir.

Q. Do you favor a neighborhood school? A. Yes, sir.

Q. Why? A. This gives the youngster the best opportunity of having not only the association of the school, but the association of the parents and the parent working with the school for the best educational possibility for the youngster.

Mr. Newman: You may cross-examine.

Cross-Examination of Vernon D. Ebersole

By Mr. Davis:

Q. Mr. Ebersole, I understand you have been ill lately, is that correct? A. Yes, sir.

Q. Mr. cross-examination may take a while, and I would like it, if it goes on and you would like water or something, to let me know, because I do—— A. I have a signal with the gentleman, I will raise my hand.

[537] The Court: And if you want to quit anytime, just let us know.

The Witness: I know. I am okay.

Q. Going back to 1957, I am going to hand you Plaintiffs' Exhibits 68 through 71. I am going to give the Judge a copy.

Mr. Davis: These are the Court copies, your Honor, just so you can follow us.

Q. You indicated that a group of black parents came to you and asked that the boundary line be changed from Main Street School to go north and include some whites, is that correct? A. Yes, sir.

Q. And I believe you indicated that the reason that could not be done was distance, is that correct? A. Yes, sir.

Q. Now, in looking at the map before us, can you indicate or tell me whether I am correct: To take the Main boundary line and to move it up adjacent to the Verlinden boundary line, it's two blocks? A. Yes, sir.

Q. So you would have to move the boundary line an additional two blocks to include white students in the Main attendance area? A. That's right.

[538] Q. And it was your feeling at that time that to move the attendance area two blocks, that children had to travel an unreasonable long distance? A. Yes, sir.

Q. Isn't it true that from the western edge of Michigan, Michigan Avenue attendance area, that their closest school would have been Main or Verlinden as opposed to Michigan, looking at your map? A. No, I don't agree.

Q. Then it is your—and we can draw our own conclusions from the map—but it is your testimony that the area farthest west of the Michigan attendance area is closer to Michigan than it is to Verlinden or Main? A. Mr. Davis, let's put the record straight. The farthest attendance area encompasses this

Sexton High School plot, and there are no youngsters or houses within that area.

Q. Well—— A. So that the first street would be—and I think it is McPhearson (to the Court) here, we are talking about this. You have got it upside down for me.

Here it is. Right here. This is Main, this is Michigan, this is Michigan area here. There is nothing in here. This would be the first street that would have any houses on, and then on the east side of the street only, so that even the youngsters here would have farther [539] to go to Michigan than here—or, to Main rather than they would to Michigan. Now, do you want me to spell that out for the record?

The Court: Were you getting that?

The Reporter: I was taking it down, Judge.

The Court: You did take it down?

The Reporter: Yes.

The Court: All right.

The Witness: Is that clear enough?

The Court: Yes.

By Mr. Davis:

Q. In 1957 a committee was appointed to investigate, among other things, the boundary lines between Main and Verlinden and Michigan, were they not? A. Yes, sir.

Q. And you were on the Board when this Committee was appointed? A. Yes, sir.

Q. And this Committee studied the situation and came back with recommendations, did they not? A. Yes, sir.

Q. And did this Committee, after its study and evaluation in 1957, come back and recommend that in fact the Main

Street School boundary line should be changed? A. I don't recall.

Q. Let me refresh your recollection, sir.

[540] The Court: What report is that?

Mr. Davis: This is contained in your pretrial statement, the minutes of March 28, 1957.

The Witness: Here.

The Court: Counsel, the Exhibit number of that?

Mr. Davis: That is the pretrial statement, our agreed stipulations of fact. I am referring to these minutes.

Q. Can you indicate your conditions by reading the second and third—well, read the first three paragraphs of that, to refresh your recollection. Could you read it out loud, please. A. Surely. "It was moved by Rosa, seconded by Ebersole that the following resolution concerning the Main Street School area be adopted:

"Whereas, the number of Negro children attending the Main Street Elementary School has been increasing materially in recent years until at the opening of school in September of '56 the school was slightly overcrowded and the enrollment consisted of 62 Negroes——"

Q. That is percent, isn't it, sir? A. "62 percent, which overcrowding was soon eliminated and the percentage of Negroes reduced to 55 percent by adjustments to school boundaries, and

[541] "Whereas, the Board of Education considered that the trend of an increasing ratio of Negro to white enrollment at the Michigan Street School could develop into complete segregation, a situation not conducive to satisfactory race relations, and

"Whereas, after the Board had unsuccessfully sought a means of reversing the trend towards a segregated Main Street

School, it appointed a committee in response to a request by parents from the area to analyze the conditions and recommend corrective measures."

Shall I go ahead?

Q. Yes, I want you to read the first recommendation because you indicated you weren't clear. A. "Whereas, the Committee recommended that the Board of Education, number one, adjust further the school boundaries to reduce the Negro-to-White ratio."

Q. Thank you. Then the Committee you appointed in 1957 did in fact recommend the boundaries be changed? A. According to the record I just read, the answer is yes.

Q. Well, do you recall that the record indicates that you seconded that resolution? A. Yes, sir, it is on the record.

Q. Now, did you in fact follow their recommendation? A. No.

Q. And the reason was distance? [542] A. I would like to refresh my memory as I did.

Q. I refer you to the second page of that resolution, and to the third paragraph. A. "Whereas, after thorough study of the recommendations, the Board of Education has concluded that the first recommendations cannot accomplish any material results unless some children travel unreasonably long distances."

Q. Thank you. Then do you now recall that the reason the boundaries were not changed was because of distances? A. That's what the record says, sir.

Q. Now I am going to ask you to look at the map before you and look at the southern boundary line of Verlinden and the area immediately north of that. A. Yes, sir.

Q. Now that area was white, was it not? A. Yes, sir.

Mr. Davis: Does the Court see the area I am referring to?

The Court: Verlinden?

Mr. Davis: The southern portion of Verlinden.

The Court: Down here?

Mr. Davis: This area right here.

The Court: Which is Michigan?

Mr. Davis: No, in the Verlinden area.

[543] The Court: I mean Michigan Avenue?

Mr. Davis: Right. Between Michigan and Ottawa.

Q. And you indicate that area was white? A. Yes, sir.

Q. Let me ask you this, Mr. Ebersole: Isn't it a fact upon pressure from the community you in fact took that area, which was white, from the Michigan attendance zone and made it a part of Verlinden? A. I don't recall.

Mr. Davis: For the Court's benefit, I refer to Answers to Interrogatories, Answer to Interrogatory number 1B. It is on the Answers to Interrogatories. This is a separate document.

The Court: Is that it?

Mr. Davis: No, it is a thick document. It is Answers to Interrogatories.

(Discussion was had off the record at the bench.)

Mr. Davis: I am referring to this answer there.

The Court: I will read it. "The area between the City limits on the west and Jenison Avenue on the east and between Michigan Avenue on the south and Ottawa Street extended from the City limits on the north [544] shall be removed from the Michigan Avenue School area and added to the Verlinden School area." All right.

By Mr. Davis:

Q. Again I ask you, Mr. Ebersole, isn't it a fact in 1957 you took an area that was composed of white children, took it from Michigan Avenue and put it into Verlinden? A. If that is the record, the answer is yes.

The Court: I read that for the purpose of relieving this witness of the burden of reading it.

The Witness: Thank you.

Q. And I believe you testified, Mr. Ebersole, that you were in favor of the neighborhood concept, school concept? A. Yes, sir.

Q. And that your feeling in rejecting the various proposals to change school boundary lines was in part premised upon that belief, that children should attend their closest school? A. Yes, sir.

Q. Well, did you not in fact second the motion to phase out Kalamazoo Street School? A. Yes, sir.

Q. Did you realize at that time for that entire attendance area those children would not be able to attend their neighborhood school? A. Yes, sir.

[545] The Court: Was a consequence of that action by the Board transferring Michigan—portions of Michigan to Verlinden, that those students transferred by the change of the boundary would be going to a school other than its neighborhood school?

The Witness: No, sir.

The Court: All right. What was the consequence of it?

The Witness: The real consequence was to relieve the overcrowding of Michigan Avenue at the time. That was the reason for the transfer.

By Mr. Davis:

Q. Mr. Ebersole, did you realize as a member of the Board that the transfer policy existing within the District was being used by white students to leave predominantly black schools and to go to predominantly white schools? A. The policy you are talking about is what?

Q. Using the special transfers to leave Main Street School, Michigan Street School, and to go to Verlinden, did you recognize that? A. Yes, I do. A physician's statement, you are speaking about?

Q. Yes. But did you recognize the fact that that was being misused by those children? A. No, sir.

Q. Well, let me ask you this: Do you recall receiving a [546] report from the Committee on school needs in 1961? A. No, I don't remember, but we probably did.

Q. Do you recall that in 1961 a report condemned the practice of the misuse of these special transfers? A. Yes, sir.

Q. Do you recall in 1964 a report of the Human Relations—a report to the Human Relations Committee that again condemned this practice? A. I wouldn't deny it.

Q. Do you recall the 1966 Citizens' Advisory Committee again condemning that practice? A. Yes, sir.

Q. Directing your attention to the placement of mobile units at Main Street School, you recall that? A. Yes, sir.

Q. And the reason was that that school was overcrowded? A. Yes, sir.

Q. Was consideration given at that time in light of the overcrowding, the changing of boundaries? A. No, sir.

Q. No studies or anything were made to see that that would work? A. No, I didn't say that. Studies were made, and the other schools had as many youngsters as they could take care of at that time.

[547] Q. Would that have been true with Verlinden Street School? A. Yes, sir.

Q. Can you indicate or explain to me why those years between 1962 and '65 Verlinden was overcrowded that the School District permitted these transfers in numbers of 25 to 30 of non-resident people into Verlinden, if it was overcrowded?

Mr. Newman: Your Honor, I would have to object that this is a misstatement. The figure would reflect the non-residents in Verlinden does not reflect a transfer of 25 to 30 a year or any other figure.

Mr. Davis: Your Honor, I will refer to Plaintiff's Exhibit 21, a report to the Human Relations Committee, which does not talk about non-residents but talks about transfers. I refer to Page—I believe it is on 154.

The Court: Is this the Human Relations Committee Report?

The Witness: That's correct.

Mr. Davis: That's correct.

The Court: 154?

Mr. Davis: Yes, Page 154.

The Court: All right.

By Mr. Davis:

Q. The chart on this Exhibit being page 154, Plaintiff's [548] Exhibit 21, shows, does it not, that there were 25 transfers into Verlinden in '62-63, and 35 transfers into Verlinden in '63-64, does it not?

The Court: I can't see—do I have the right one?

(Discussion was had at the bench between Mr. Davis and the Court out of the Reporter's hearing and off the record.)

The Court: All right.

Q. It reflects in '62-63 25 transferred in, and in '63-64 33 transferred in, correct? A. Yes, sir.

Q. Again then I ask you, do you have an explanation why if Verlinden was overcrowded such a high number of transfers were permitted into that school? A. I don't recall that I said Verlinden was overcrowded. What I said was that Verlinden has enough students. There is a difference between having enough students and overcrowding, and bringing these folks in did not overcrowd the school, per se, during either of those two years.

Q. But there was not enough additional room for any change of boundaries, is that correct? A. That's right, any significant, change, yes, sir.

The Court: If I haven't requested it, I would like, and I think it is important that I do have, [549] a list of every change of boundary, at least from 1948 to the present time, in the School District, including the annexations. All right.

Mr. Davis: I would indicate to the Court that one of our interrogatories asked for all school boundaries, and contained in the Answers to Interrogatories are all the school boundary changes that the Board has indicated to the Plaintiffs.

The Court: Is this from 1948?

Mr. Davis: If I can find my interrogatory, I can——

Mr. Newman: I think actually you requested boundary line changes to certain schools, and we furnished that information.

The Court: It is necessary that I have all boundary line changes, particularly within that range of time.

Mr. Newman: Well, and I assume it is in order that we prepare them?

The Court: Yes.

Mr. Newman: I would like to state this, your Honor: I don't believe the pleadings made any issue of boundary lines. The only information that we were requested to furnish on boundary lines are in the areas where the minority schools are located, and we have [550] furnished that.

The Court: Mr. Newman, the Court has to have that information in this case, and I direct the School Board to furnish it to the Court.

Mr. Newman: Your Honor, I am not being disrespectful.

The Court: Yes, I know you are not, but I just want to make sure that the order is understood.

Mr. Newman: All right. Now, your Honor, I have to give you the unfortunate fact that the Board of Education will not be able to provide very complete information, because when boundary line changes are made, sometimes apparently this was done, in all case I would guess it was done, without any record being made as to what the boundary line was prior to the change. All you have is the new boundary line, and in some cases we have not been able to find, particularly, you know, this is true with reference to the information Mr. Davis asked, we did not find the original boundary lines for the school attendance areas about which he inquired. We gleaned from the minutes the changes that were recorded, but in some cases there was no record available or discoverable as to what the boundary lines were before.

Now as to what brought this about, I don't know. I assume there was a period of time when they [551] simply weren't keeping records, I don't know.

The Court: Boundary line changes are an ingredient or is an ingredient which is considered as a major factor in cases of this kind.

Mr. Newman: Well, again, I just want the record to show that we have some practical problems. We are not trying to

evade or avoid. Good heavens, we spent probably, I don't know, a hundred hours going through the minutes searching for the information Mr. Davis asked for.

The Court: I know it is a heavy burden preparing for and trying these cases, and I am well aware of it.

Mr. Newman: Your Honor, I am not complaining. I am just explaining what has happened, and I don't want anyone to think we didn't search and didn't look.

The Court: I acknowledge that that is what you are doing.

Mr. Newman: I guess I am complaining, but I am not being obnoxious.

The Court: I recognize both.

By Mr. Davis:

Q. In that same vain, Mr. Ebersole, well, let me ask you: Was there a time that Main Street School was immediately [552] adjacent to Verlinden? A. You mean the boundary lines?

Q. Yes. A. I don't recall.

Q. Do you know what the boundary lines for Main Street School were prior to 1956? A. No, sir.

Q. Mr. Ebersole, you have testified about the composition of the Citizens' Committee in 1966. A. Yes, sir.

Q. And you pointed out who a number of those members were. Let me ask you this: Did you have confidence in that Committee? A. Yes, sir.

Q. Did you think they would do a fine and thorough job? A. Yes, sir.

Q. When they recommended an end—when they recommended boundary line changes, was there any particular reason why you did not accept that part of their proposal? A. Mr.

Davis, as I recall, I believe our resolution that we just read from a few minutes ago outlined the reason why.

Q. All right. That was in 1957. I am now referring to 1966; would the reason have been the same? A. No, I don't recall.

[553] Q. Now I don't want to be argumentative at all. A. Neither do I.

Q. I understand in '57 you couldn't change the boundary lines because of distance? A. Right.

Q. But '67 you took an action that would send all of the children from Kalamazoo for a much longer distance, bussing them out; I wonder if you can reconcile those two views? A. I think so. In '57 the issue of bussing hadn't even entered into the picture as far as the Lansing School System was concerned. The only busses we had at that time was the one school bus that we had inherited with the Everett Elementary School.

Q. By 1967 you had busses and your philosophy was different about—— A. Yes, sir.

Q. Transporting them by bus then? A. Yes, sir.

Q. All right. Then from '67 up until '72 you voted against bussing children, did you not? A. Yes, sir.

Q. And can you reconcile those two views, how in '67 it was all right to bus, at least the blacks out, but in '72 it was again not all right? [554] A. Perhaps I made a mistake in '67.

Q. Well, did you take any act to end this one-way bussing after you had found you had made a mistake? A. As an individual?

Q. As a Board member. A. No.

Q. Do you recall the Board member that served with you in 1971? A. Yes.

Q. In your opinion, were they good Board members? A. Yes.

Q. Again directing your attention to mobile units, Defendants' Exhibit 16 concerning mobile unit locations indicates that in 1972 and '73 mobile units were placed at Verlinden, is that what you recall? A. Yes.

Q. Isn't it a fact—was the reason that Verlinden was becoming overcrowded? A. Yes.

Q. Isn't it a fact in '72-73 when Verlinden was becoming overcrowded, that Main Street School was showing a lot of vacancies, was uncrowded? A. Not that I recall, no.

Q. I now refer to the Ethnic Count report for 1972, for 1973, the fourth Friday count, I can give you an Exhibit [555] Number on that.

Mr. Newman: What Exhibit Number?

Mr. Davis: Part of the year '72-73.

Okay. That would be Exhibits 63 and 72.

Q. And ask you, Mr. Ebersole, if you will indicate the number of students at Main for those two years? A. '72, 283. '73, 232.

Q. All right. The enrollment was decreasing, was it not? A. Yes.

Q. And it was far under capacity, was it not? A. Yes.

Q. Then the question again that I asked you, at the time that you put mobile units at Verlinden because it was overcrowded, was during the same period of time that Main was showing a lot of vacancies? A. Well, Mr. Davis, there is more that goes into it than just spaces for youngsters.

Q. I know, but my question to you is, at the time you put mobile units there—— A. The answer is yes.

Q. —there was space available in Main? A. The answer is yes.

The Court: He said the answer is yes.

Mr. Davis: Thank you.

Q. Directing your attention to the October 9th, 1975 Board [556] of Education meeting, can you indicate to the Court how you voted on the Administration's proposed plan? A. You will have to fill me in a little more than that, Mr. Davis.

Q. Do you recall the time when Dr. Candoli presented a plan to the Board of Education calling for an addition to Cluster II, plus the additions to Clusters IV and V? A. Oh, yes.

Q. Can you indicate how you voted at that time? A. I voted no.

Q. Can you indicate to the Court why? A. Yes. I was opposed to going along on the full program as Dr. Candoli outlined it, because of the fact that Clusters IV and V had not been presented to the community or the communities which would be involved in this, and I feel very strongly that they should have the opportunity of discussing and knowing just what is involved in forming these two new Clusters.

Q. Would it be your position then that the Board should not take any action in this regard unless the community says it is okay? A. No.

Q. Would the attitudes of the community affect your decision as to whether or not you supported or didn't support it? A. No.

[557] Q. Then if the attitudes of the community would not make a difference in your decision, why then postpone it until the community tells you what their attitudes are? A. Well, let's reverse that. I didn't say what the attitudes of the community were. I said so you could have the opportunity of having the community know what is involved in the Cluster Program so that they could be educated into what is involved and how they would enter into the whole picture.

Q. Do you have an opinion as to whether or not we should add Clusters IV and V? A. Yes.

Q. What is that opinion? A. No.

Q. And are there any other reasons for your opinion other than the community has not had an opportunity to know? A. I think I have expressed that, that I think we should have the neighborhood school concept.

Q. What would be your view, Mr. Ebersole, as to who should fill this new facility, who should attend it? A. Well, Mr. Davis, since we are under an injunction from the Court not to build the building, I think this is an irrelevant question at this time.

The Court: It is relevant at this time. It would assist the Court in making a judgment [558] that it has to make in the case.

Q. Do you recall the question?

The Court: You were not enjoined from testifying. You were just enjoined from continuing with construction. So there is no injunction by this Court limiting your testimony.

The Witness: By the same token, you enjoined us to present a plan to you for the operation of this school.

The Court: The Court has to make a ruling before that school operates.

The Witness: Right.

The Court: And it has to know what your intentions are, what your plans for that school are. The Court is concerned about no plan at all.

The Witness: Which we didn't have.

The Court: And the building underway making way.

The Witness: Right.

The Court: With the intervening time between the last session and this Court and the convening of the present session of the Court, the time in which the Court was of the opinion that you would be working on plans, which the Court could evaluate, so your—the question which counsel has asked may be asked, and [559] I request you to answer it.

The Witness: All right. I am ready.

The Court: Thank you.

Q. Do you recall the question? A. Would you want to restate it again, sir?

Q. Certainly. In your mind who would attend the Vivian Riddle School? A. My basic thought is the youngsters in the neighborhood.

Q. And would that include the children from the Lincoln and the Kalamazoo Street area? A. Yes, sir.

Q. And you believe this with the recognition that if your plan went through or your hopes went through, that this school would be overwhelmingly black? A. Yes, sir.

Q. And you supported the site location and the plan for this school with that in mind? A. Yes, sir.

Mr. Davis: I have no further questions.

Redirect Examination of Vernon D. Ebersole

By Mr. Newman:

Q. Mr. Ebersole, with regard to the matter of bussing black children from Lansing School District, were you present at the meeting when the first bussing program was installed from Main to Walnut? [560] A. I don't think I was.

Q. And with regard to the second program at Lincoln Street, or, Lincoln School, how did you vote on phasing out Lincoln

and transferring students by bus out of that attendance area?
A. I voted yes.

Q. You voted what? On Lincoln, I am talking about. A.
On Lincoln, no, I voted no.

Q. Now in 1969 when the vote was with regard to Kalamazoo, why did you vote then at that time, in favor of bussing the children out from that attendance area? A. The school was losing their population over a period of time for the reasons I gave, the State Complex, the I-496 Complex, to the point where it was getting uneconomical to operate it with the number of youngsters that would be attending. The situation worked out at Lincoln apparently had been satisfactory, and this was the best solution for this situation at that time.

Q. Now you were asked questions about use of special transfers. Was the use of the so-called medical transfer solely for the benefit of whites? A. No, sir.

Q. Was it available without restriction to anybody in the School District? A. Yes, sir.

[561] Q. Do you know whether or not blacks as well as whites used this program? A. They did.

Q. Now are you acquainted with Stuart Dunning, Jr.? A. Yes, sir.

Q. Is he black or white? A. He is black.

Q. Is he the attorney for the Lansing School District? A. He is.

Q. Do you know whether or not he actually presented medical certificates for the transfer of some of his children? A. He did.

Q. And if anyone else presented such a statement from a doctor, regardless of whether the person presenting it was black or white or brown, would you feel it should be given consideration? A. Yes, sir.

Q. Now you were asked apparently spaces becoming available in Main Street for 1972 and '73, and it was—you indicated it appeared to be that there were spaces becoming available. Do you recall any structural changes made at Main Street that affected the number of class rooms that were there, by either increasing or decreasing them? A. No, I don't.

[562] Q. If the number of classrooms had been reduced, then this figure as to the number of pupils that could be accommodated would also be reduced, would it not? A. Yes, sir.

Q. You don't recall whether that happened? A. No.

Q. Mr. Ebersole, I will inquire whether you recall if when Mr. Hubbell and his associates conducted the survey in 1973, if residents in the area of Main, Kalamazoo, Lincoln, and Michigan were asked what they thought—what use they thought should be made of the School that was to be built on the west side of Lansing? A. Yes, I recall.

Q. And do you recall what the response of the largest single number was?

Mr. Davis: Your Honor, at this point I am going to object. I think the question calls for him to answer questions that more appropriately would be asked of Mr. Hubbell. I point out that his report is in evidence, and it seems as he is asking the witness what Hubbell said. I object strenuously.

The Court: Do you have the Hubbell reports?

Mr. Newman: Yes, I do, your Honor.

The Court: I am talking to the Clerk [563] of the Court.

Mr. Newman: Well, your Honor, it is Defendants' Exhibit 20.

The Witness: No, it is the one prior to that.

Mr. Newman: No, no. It is the 1973, Defendants' Exhibit 20.

The Court: I have the Exhibit, counsel.

Mr. Newman: Sir?

The Court: I have the Exhibit now.

By Mr. Newman:

Q. I invite your attention to question number 12. Will you read the question, please? A. "In about two years a new school will be built on the west side to replace the Michigan Avenue School. Who do you think should go there?"

Q. And what was the first choice? A. "Neighborhood area school children."

Q. And does this Exhibit also reflect the average among all of the school areas, as well as there is an average, and then the figures for each individual school area, attendance area? A. Yes.

Q. And what do they show? A. The average is 49 percent. Main, 42 percent. Michigan [564] Avenue, 52 percent. Kalamazoo, 53 percent. Lincoln, 83 percent.

Mr. Newman: That is all I have.

Mr. Davis: Just one question, your Honor.

Recross-Examination of Vernon D. Ebersole

By Mr. Davis:

Q. You were asked concerning what had happened to the capacity of Main Street School, whether it had been reduced, et cetera. Do you recall that?

Mr. Davis: I refer the Court to Plaintiff's Exhibit 36, which is a 1971 Facility Planning Study.

Q. And just ask you to indicate to the Court what the capacity was of Main in 1971? A. 330.

Mr. Davis: All right. Thank you. I have no further questions.

Mr. Newman: I have no further questions of Mr. Ebersole, your Honor.

The Court: You may stand down. Thank you very much, Mr. Ebersole.

(Witness excused.)

* * * * *

**EXCERPTS FROM TESTIMONY OF
RAY HANNULA**

[320] called as a witness by the Defendants, being first duly sworn, testified as follows:

Direct Examination

By Mr. Newman:

Q. Will you state your name in full? A. Ray Albert Hannula.

* * * * *

Q. How long have you lived in Lansing? A. All of my life.

* * * * *

Q. Are you a married man? A. Yes.

Q. Have you had any children? A. Yes.

[321] Q. How many? A. Three.

Q. And what schools have they attended in Lansing School District? A. I have had a daughter attend Grand River Avenue School, an elementary school; Wainright, Dwight Rich, and Harry Hill; a son attended Wainright, Dwight Rich, and is currently in Harry Hill. The daughter is graduated from Harry Hill.

I have another son who is in special education who has attended a variety of schools in the District.

* * * * *

Q. Now are you also connected with Lansing School District? A. Yes, I am.

Q. In what capacity? A. As a member of the Board of Education.

Q. And how long have you been a member of the Board of Education? A. Since July of 1971.

Q. And were you elected or appointed? [322] A. Elected.

Q. Have you held any office? A. Yes.

Q. What office? A. That of Secretary, and I am currently serving as Vice President.

Q. Now did a time come when the Board of Education of Lansing School District considered a program to change the racial composition of some of the elementary schools? A. Yes.

Q. And when did that take place? A. This was approximately two and a-half to three years ago, as I recall, shortly after I got on the Board.

Q. And did a time come when a plan was devised and the Board of Education voted on it, a so-called "Cluster Plan"? A. Yes.

Q. Do you remember what that was? A. Again, that was approximately two to two and a-half years ago.

Q. And were you present at the time the Board voted upon the adoption or the rejection of the Cluster Plan? A. I was not.

Q. And where were you when the vote was taken? A. I was attending a convention in New York City, and the [323] meeting was a specially called meeting, June 29th.

Q. In connection with your employment or what? A. Yes, in connection with my employment.

Q. And a special meeting was called June 29, 1972? A. Yes.

Q. By the Board of Education? A. Yes.

Q. Now, had you made your position with regard to the Cluster Plan known to the other members of the Board of Education? A. Yes.

Q. What was your position? A. I was opposed to it.

Q. And why were you opposed to it? A. Basically I felt that I represented the voters of the Lansing School District, and it was my opinion that 80 percent of them were opposed to this. I did try to encourage my fellow members to, rather than adopt it immediately, take a year, and if in fact this was the thing, the type of thing we should do, to attempt to convince the public, who I felt was unalterably opposed to it, that this was the way we should go, sell the idea.

Q. Were you concerned about any phase of the plan or the operation of the plan as far as transportation of students was concerned? [324] A. Yes. I guess I believe in neighborhood schools. I live in my present address for approximately fourteen years, and the prime reason for moving there was to get closer to an elementary school when my children started attending. I mentioned that the daughter had attended Grand River Avenue School for a short time. I think it was approximately one month. We were situated on the street 918 Maryland, some eleven blocks from that school, and my wife and I didn't want her to walk. So we did move. We moved across town away from basically the area that both of us had grown up in where our family and friends were, and moved completely across town to a new area just to get close to an elementary school, and we are currently one and a half blocks from Wainwright School.

Q. And how long ago was it you moved? A. Oh, it is approximately fourteen years.

Q. Now will you state whether or not you have any minority neighbors in the area in which you reside? A. Yes, I do. I have a black man that lives the first house south of me, a black family directly across the street. I would—and it is a guess—I would guess it would be—Churchill Downs area is at least 10 percent minority.

Q. Now, in arriving at the opinion you did about the adoption of the Cluster Plan, were you motivated by [325] racial considerations? A. No.

Q. Were there any considerations other than what you thought the people of the community's reaction would be, plus your feeling about bussing? A. I suspect there was some consideration of cost. It would seem to me that the monies that we were planning to—had proposed to be spent for bussing, lunches, et cetera, might better be spent for additional staff, aides, et cetera, within the existing neighborhood schools.

Q. And do you know approximately what the additional cost for the operation of these Clusters? A. I understand it is slightly over \$100,000 per year continuing cost for the existing Clusters, \$150,000, somewhere in that neighborhood.

Q. Now, did a time come when there was a recall election? A. Yes.

Q. And was a new Board elected? A. Yes.

Q. And did a time come when the Cluster Program resolution was reconsidered by the new Board—or, I will withdraw that. How many new members were elected to the Board? A. Five.

Q. And do you recall what the vote was about the adoption [326] of the Cluster Plan to begin with? A. It was five to three.

Q. Five in favor and three against? A. Three against, yes.

Q. And after the recall election, were the five that voted in favor of the Plan replaced? A. Yes.

Q. And did the Board subsequently rescind the Cluster Resolution? A. Yes.

Q. How did you vote on that? A. I voted for rescission.

Q. And will you state whether or not this was consistent with your position before the resolution was originally adopted? A. It was.

Q. Were you racially motivated in the vote you cast? A. I was not.

Mr. Newman: You may cross-examine.

Cross-Examination of Ray Hannula

By Mr. Davis:

Q. Mr. Hannula, how long have you been on the Board of Education? A. Approximately four years.

Q. Were you on the Board at a time in 1970 when the [327] Citizens' Advisory Committee made their report to the Board? A. Relative to desegregation of the elementary schools?

Q. Yes. A. Yes.

Q. And were you aware of the—or, did they make you aware of the analysis and investigation they had done prior to submitting this report? A. Yes.

Q. And were you aware they had been studying this for a period of approximately a year? A. Yes.

Q. Were you aware they had all of the census figures, the school enrollment figures, the projection figures at their disposal? A. Yes.

Q. And they came back, did they not, and made three alternative proposals? A. Yes.

Q. And each one of these three alternative proposals involved much more wide-scale bussing than the one finally adopted, isn't that correct? A. That's true.

Q. One of their proposals would have involved all of the elementary schools in the Lansing School District, is [328] that true? A. That's my recollection.

Q. Another one would involve approximately 25 of the elementary schools? A. I think it was approximately half, which would be 25.

Q. And instead the Board of Education adopted, did they not, a much less expensive plan? A. That's true.

Q. I believe you stated on direct examination that your suggestion was that—or, you were telling the other Board members they ought to wait another year, is that correct? A. Yes.

Q. And what was the purpose of this extra year you wanted to wait? A. Well, we had a number of public hearings on the three plans that were suggested by the ad hoc committee, and we were getting quite a bit of input from the community at those hearings, and we were getting—I am sure individually I was—getting input from friends, foes, et cetera. My impression was that 75 to 80 percent of the community were violently opposed to this plan.

Q. And that was your reason for opposing it, was it not, was public pressure? A. Well, I wouldn't—yes, I guess you could call it that. I didn't feel it as a pressure. I felt it as a respon- [329] sibility to the voters who elected me.

Q. All right. But it was not any flaw or problem you found with the plan? A. I wasn't sure of the educational benefits that would be derived from the plan, and I was also aware of the pressure from the public for the bussing of the lower elementary students or younger ones.

Q. K through 2? A. Yes, and K through 6, if you will.

Q. Were you concerned that the Cluster Plan may have an adverse effect upon the achievement of students involved? A.

No, but I didn't necessarily believe it would have a positive effect, either.

Q. Were you concerned that bussing would have a negative effect on achievement level? A. No.

Q. So your main concern then was simply the public didn't want it? A. That, plus the question in my mind as to the educational benefits of it, and the cost.

Q. Did you have any other fears or concerns when you voted to rescind the Cluster Plan that I haven't asked you about? A. No.

Q. We have covered them—public opinion, cost, and whether [330] or not there was any benefit to it, would that be a fair statement? A. Yes.

Mr. Newman: I think he included bussing.

The Court: Pardon?

Mr. Newman: I believe that Mr. Hannula said his concern about bussing was another reason. I am sure that was inadvertently overlooked. But when a summary is asked, I think everything should be included.

Mr. Davis: Well, let me—

The Court: Well, Mr. Newman, let's get things straight now; you have an opportunity to rehabilitate your client, or your witness, on redirect, and instead of—if he omits something, you can furnish the omission without interfering with the cross-examination.

Mr. Newman: Your Honor, I apologize. I intended to state an objection. That would embrace my objection, that he had given four things, not just three. I agree that I didn't follow the proper procedure. I am sorry. I will observe it the next time and state an objection rather than an observation.

The Court: Fine. Thank you.

By Mr. Davis:

Q. Did you have a concern about bussing itself? [331] A. Yes, I think that is the concern that I felt that the public had, basically.

Q. I am talking about your concerns. Did you have a concern as a Board member about bussing? A. Yes.

Q. And what was this concern? A. The concern was that I feel that people move into an area, and basically one of the prime reasons they move where they are is to locate next to elementary schools, which is why I moved, and I felt that a person who is selecting a home in a particular area to be next to a school ought not be subjected to having his child bussed away from that school that he purposely located next to.

Q. Is that concern that you have equally applicable to black families as to white? A. Yes.

Q. And can I ask you where was this concern when your Board bussed blacks from Lincoln up to Kendon? A. Well, in this instance I wasn't on the Board at the time that was done. I believe that the Lincoln School was demolished, torn down to make room for Oldsmobile's expansion, and the children were bussed out of that attendance area to an available school. I personally may have chosen a closer school.

Q. Well, where was this concern when the Board bussed the [332] blacks from Kalamazoo to eight or ten outlying districts? A. Again the same thing is true. It was a decision reached before I was on the Board.

Q. Well, what about the bussing of a certain portion of the Main Street students out? That School remained open, did it not? A. Yes, and that was in effect at the time I was elected to the Board.

Q. Well, did you personally make any move to rescind any of these plans? A. No.

Q. Why? A. Well, at the time I came on the Board the whole question of the desegregation of the elementary schools was under consideration. I felt that the policies and practices that were in effect were those that should be kept until we could reach some type of decision regarding these.

Q. Well, at the time of the rescission weren't we talking about a plan that was in effect? A. We were talking about the Cluster Plan, not the other portion of the bussing.

Q. But in 1973 when you voted for rescission, the bussing for the Cluster Plan was already in operation, was it not? A. That's true.

[333] Q. Just as the bussing in the Main Street attendance area to the outlying districts was in effect? A. I am not sure that under the Cluster Plan students from Main Street bussed other than to Cluster Schools.

Q. Well, let me ask you this: Do you know what the effect, or did you know what the effect of the rescission would be when you voted to rescind that plan? A. In my estimation, it would have eliminated the clusters and left the bussing of Kalamazoo Street attendance area children and perhaps Main Street and whatever else was involved back to what it had been before the imposition of the clusters.

Q. In other words, and correct me if I am wrong, it would have stopped the bussing of white children, but the bussing of black children would have continued? A. That's true, I would think.

Q. And you knew the effect of that rescission would be to send black children, who were then attending desegregated schools, back to segregated schools? A. No, those that are bussed out of Kalamazoo are going to predominantly majority student schools.

Q. Well, talking about the children from Main that under the Cluster Plan were bussed to desegregated schools, you knew

the effect of that rescission would be to send those children back to segregated Main Street School? [334] A. Yes.

Q. The same is true of that effect in terms of both black children and Michigan Avenue School? A. Yes.

Q. You knew the rescission would be taking them out of desegregated schools and sending them back to Michigan? A. Yes.

Q. I assume the rest of the Board knew of this effect? A. I am sure they did.

Q. Were you present at a Board of Education meeting October 9th when the new Cluster Plan was presented? A. I was.

Q. And were you informed by the staff or the administration that there were certain schools within a district not involved in the cluster that were becoming segregated? A. Yes.

Q. Were you informed that a plan had been devised to eliminate this? A. Yes.

Q. And was that plan explained to you? A. It was.

Q. Did that explanation contain facts and figures in terms of projected enrollment under the plan? A. Yes, I believe it did.

Q. And were you told that as to Cluster Two, the only [335] effective way to desegregate that facility was to add two more schools to it? A. Per this plan, yes.

Q. And can you tell the Court after that explanation what your vote was? A. I was opposed to it.

Q. Why? A. Because again it was an expansion of the Cluster Plan that was in existence that we are forced to continue by an injunction, and I still feel that the community is opposed to this Cluster bussing.

Q. Then is it your position that you will be opposed to any desegregation plan as long as it is your feeling that the com-

munity doesn't want it? A. No. It would depend on what was involved. I can bluesky a number of types of things that perhaps would accomplish desegregation in the community. Quite frankly, I don't know how we would go about it. I think if there were a way that the School Board would encourage open housing, integrated neighborhoods, I would support it 100 percent. I think this is the natural way for people to live together, and to select the portion of town they wish to live in and the school that their children should attend.

Q. And that's the only sort of proposal that you will go along with, one that encourages open housing, et cetera? [336] A. No, I didn't say that. I said I could imagine that as one possible solution.

Q. Do any other solutions come to mind, other than suggesting that the residential patterns be changed? A. Not at this point in time.

Q. Well, do you believe changing of school district boundary lines would help? A. Yes.

Q. Do you have school district boundary line changes in mind? A. None have been recommended by the Administration, but perhaps that might be another way.

Q. Well, do you think if I showed you a school district map you could indicate some boundary lines that may have an effect? A. No, because I am not 100 percent assured of the distribution of the minority-majority people in a particular school attendance area, but perhaps gerrymandering could be done for integration.

Q. I see. So while you voted no on the Cluster II, you did not have any alternatives in mind? A. No, I did not.

Q. And the proposal was made, was it not, to add Clusters 4 and 5? A. Yes.

Q. And you voted no on that? [337] A. Yes.

Q. I assume for the same reason? A. Yes.

Q. The public didn't want it? A. Yes.

Mr. Davis: No further questions.

Mr. Newman: I have no further questions.

The Court: Did you ever take into consideration any of the Constitutional obligations placed upon you as a Board member by the Constitution of the State of Michigan?

The Witness: Yes.

The Court: Did you read that section of the Constitution of the State of Michigan on discrimination?

The Witness: No, I don't think I have.

The Court: You have never read them?

The Witness: But I am aware of the contents.

The Court: So in your calculation of what you do, you didn't take into consideration the Constitutional provisions of the Fourteenth Amendment and the Constitutional provisions of the State of Michigan?

The Witness: I feel that I have. I feel [338] that this School District has never acted consciously to deprive any body of people their Constitutional rights, their equal rights. I strongly favor integrated schools. I live in an integrated neighborhood myself. I think it is good. I think it is good for the children, I think it is good for the adults. I do feel that I was elected to office to represent the public as well as uphold the Constitution of the State of Michigan. I think I have done that.

The Court: All right.

Mr. Davis: Nothing further.

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EXCERPTS FROM TESTIMONY OF

[233]

NED S. HUBBELL,

called as a witness by the defendants, being first duly sworn, testified as follows:

Direct Examination

By Mr. Newman:

Q. Mr. Hubbell, will you please state your name? A. Ned S. Hubbell.

Q. And where do you live? A. In Port Huron, Michigan, 1004 Hollis Street.

[234] Q. What is your age, sir? A. 46.

Q. And what is your educational background? A. I have a Bachelor's Degree from Northwestern University, and a Master's Degree from Wayne State University, and some additional graduate work at some three other universities.

Q. And are you engaged in a business or occupation? A. I have my own consulting firm for the past 8 years, a professional firm that specializes largely in educational school-community relations and opinion research.

Q. And have you conducted surveys in connection with your work? A. Yes. Particularly an increased number in the last two or three school years. This school year alone, the one just completed, we have conducted opinion polls for nine school district opinion polls in this year. About 25 school districts, I believe, in the last two and a half to three years.

Q. Have you conducted any opinion polls for the Lansing School District? A. We conducted initially in the spring an opinion poll [235] conducted on behalf of the Lansing Schools, utilizing voluntary interviewers, and more recently, conducted a specific opinion poll of a part of the Lansing School area, as recently as the first week of July.

* * * * *

Q. Now, what was the request that was made to you relative to the conducting of this survey? A. We were asked if we could systematically poll the opinions of school parents in an area of the School District that comprised four attendance areas, elementary [236] school attendance areas. I believe just two schools were operative in those areas. They were the Main School area, Michigan School area, Kalamazoo and Lincoln School area.

[246] We asked them who did they think should attend the new Michigan Avenue School when it was built and completed on the west side. Nearly half of them, 49 percent said that it should be neighborhood area children. About one-fourth, 29 percent, suggested the new school be an integrated school. Another 16 percent said it should be open to all students.

* * * * *

[255] Q. And by ethnic group, 67 percent of the whites thought it should be a neighborhood area school? A. Yes, sir, that is correct.

Q. 49 percent of the blacks thought it should be a neighborhood area school? A. That is correct.

* * * * *

Testimony at Trial

[185] A. Our firm was retained by the Lansing School District in [186] September of 1974 to conduct one part of an evaluation that they were undertaking later that year of the Cluster Plan. The Board instructed us to—as part of that evaluation, to conduct an opinion research project designed to seek opinions from those directly affected by the Cluster Plan.

* * * * *

[198] The major drawback of the Cluster Plan, according to Lansing elementary teachers and support staff members, is that

it takes children away from their neighborhood schools through busing.

* * * * *

[199] About one-fourth of the present and former Cluster parents felt the plan had had—has had a negative effect on their children. But as the next transparency shows, the majority of present Cluster parents and nearly half of those who did have children in the Cluster schools last year feel the plan has had no effect on their youngster.

* * * * *

EXCERPTS FROM TESTIMONY OF

[295] **JOHN LEWIS, JR.,**
called as a witness by the Defendants, being first duly sworn testified as follows:

Direct Examination

By Mr. Newman:

Q. Will you please state your name in full? A. John Lewis, Jr.

Q. And did you receive a subpoena that required your presence in court today? A. I did.

Q. And are you here in response to that subpoena, are you not? A. I am.

Q. Where do you live, Mr. Lewis? A. 1520 West Lenawee, Lansing, Michigan.

Q. And what is your age? A. 41.

Q. Are you a married man? A. I am.

Q. And did you have any children? A. Yes.

[296] Q. How many? A. Four.

Q. And have they attended the Lansing School System schools? A. They have.

Q. And did you attend a college or a university? A. I did.

Q. And what was that? A. Michigan State University.

* * * * *

Q. Where are you employed, Mr. Lewis? A. Oldsmobile.

Q. And what is the nature of your employment? A. I am in the Labor Relations Department. I am a representative.

Q. And did your children attend any elementary school in the Lansing School District?

The Court: You say—pardon me. You say you are a representative. Are you a representative [297] of the Oldsmobile people or a representative of the Union?

The Witness: I am on the Labor Relations staff at Oldsmobile representing Oldsmobile management.

The Court: All right. Thank you.

Q. Did your children attend elementary school in Lansing? A. They did.

Q. And what school did they attend? A. Main Street.

Q. And was there a time when there was a principal at—well, I will withdraw that. For the record, because the Reporter just takes down words, would you state whether you are black or white? A. Black.

Q. And while your children were in elementary school, were you acquainted with any principal at that school? A. Yes, I was.

Q. And how many principals did you know there? A. Two

Q. And who were they? A. Mr. Hayes and Mr. Keyes.

Q. Now have you been a member of any parent-teacher's association? A. Yes.

Q. What parent-teachers' association? [298] A. Main Street PTA and several other PTA units at some of the other schools.

Q. And do you know about how long Mr. Hayes served as a principal at Main Street School? A. Not exactly. I would imagine that's going back quite a ways. I would say somewhere in the neighborhood of maybe eight to ten years, I think.

Q. Now did you hold any office in the Main Street Parent-Teachers' Association? A. I was President of the Main Street PTA.

Q. Were you acquainted with a gentleman by the name of Stuart A. Nolan? A. Yes.

Q. Did he hold any office in the Main Street Parent-Teachers' Association? A. I believe he was either Father Vice—he was the Vice President.

Q. Now did a time come in the year 1966 when you and Mr. Nolan on behalf of the Main Street Parent-Teachers' Association wrote a letter to Dr. Manning concerning J. E. Hayes? A. Yes.

Q. And would you state for the record whether Stuart Nolan was black or white? A. He was black.

[299] Q. And would you state for the record whether J. E. Hayes was black or white? A. He was white.

Q. Now what was the reason you wrote to Doctor—or, I will withdraw that. Do you recall what Mr. Manning's position was in Lansing School District? A. I believe he was the Superintendent.

Q. And do you recall the reason for having written to Dr. Manning on behalf of the Main Street Parent-Teachers' Association? A. I think so. I think that was at a time that Mr. Hayes, we were about to lose our principal, who we thought very highly of, and we did as a PTA send a letter to the Board of

Education recommending that he be considered for an administrative post.

Q. And did you indicate to the Administration how you regarded the way in which Mr. Hayes performed his duties at Main Street School? A. Yes. As a matter of fact, I believe we did.

Q. And do you recall how you made that indication or what you said, in substance? A. Well, if I am permitted to say, we were all very fond of Mr. Hayes, and we were pleased with the job that he had done working in conjunction with the PTA at Main Street School.

[300] Q. And what kind of school was operated there as far as you were concerned with regard to making—learning possibilities available to your children? A. Let me say, at that time I think that Mr. Hayes, along with his staff, did an excellent job.

Q. And how did you and the PTA members regard the school in comparison to other elementary schools in Lansing School District? A. Well, that was our school, and naturally we felt that there wasn't another school in the City any better.

Q. And do you recall the makeup of the staff there with regard to the number who were black and the number who were white? A. No, I can't honestly sit here and say that I do—can differentiate specifically.

Q. Okay. Were there some black teachers there? A. Yes.

Q. Were there some white teachers there? A. Yes.

Q. And I believe you have already testified that you thought that was a very good staff? A. Yes.

Q. Thank you very much.

Mr. Newman: You may cross-examine.

[301] **Cross-Examination of John Lewis, Jr.**

By Mr. Davis:

Q. Mr. Lewis, you testified a letter was written to representatives of the Board of Education commending a principal, is that correct? A. That is correct.

Q. Did you make any other communications, either written or verbal, to the Board of Education? A. Yes.

Q. Did you ever complain about anything to the Board of Education? A. Let's say I stated my opinions about certain situations that existed in the School System to the Board of Education, yes.

Q. Can you indicate to the Court the nature of some of your complaints? A. The one complaint that I had—and this is just one among many, but this is what I feel was the key complaint, was the fact that our school over there, even in light of the fact of the excellent staff they had there at Main Street School, nevertheless it was a situation whereby—and I am not exact on these percentages, but Main Street School was approximately 80 percent black, and this was disturbing, and this was a topic of discussion throughout my stint at Main Street School with [302] the Administration and so forth. Our feelings and my feeling were then, and are now, that an individual, a youngster cannot get quality education in a segregated environment. That is because when he goes out into the world after his school days, he doesn't go out into the world into an all black and/or an all white world, but a mixture of all kinds of races, creeds, colors, and so forth. And if he doesn't have the—if he isn't exposed to this sort of thing while he is experiencing a learning process in school, then his ability to communicate with those other people out there in the world, he is at a loss. That is my personal feelings, and that also was the feelings of the PTA Board.

Q. These were expressed to the Board of Education? A. They were.

Q. Did you actually go down to the Board of Education meetings and express this? A. Oh, yes.

Q. Did you also have occasion to complain to the Board of Education about the one-way bussing? A. Very definitely.

Q. And can you indicate the nature of your complaint about one-way bussing? A. Well, first of all, we felt that our school was an excellent school, both the structure and the staff that [303] we had there, and we felt kind of being slapped in the face when it was being talked about taking our kinds out from our school and filtering them in at some of the other schools, but yet still no one out of the other schools were being brought into Main Street, and this highly upset us.

Q. So your feeling was then that if they were going to transport the black children from Main Street School to the outlying schools, that they should also bring children from the outlying schools into Main Street School? A. That is correct.

Q. And these feelings were expressed to the Board of Education? A. They were.

Q. Do you recall whether or not you or your group ever mentioned to the Board by complaint or otherwise anything to do with school boundaries? Do you recall that or not? A. We may have, but to recall it vividly, that I couldn't attest to.

Q. Are you familiar with the term "gerrymandering of boundaries? A. Vaguely, yes.

Q. Is it your feeling then that as President of the PTA something had been done with the boundaries, gerrymandering [304] of the boundaries?

Mr. Newman: Well, until the basis is laid to show that anything was done to the boundaries with regard to this school and this witness was aware of anything that was done to the boundaries of this service area, I will object to this question.

The Court: Objection overruled. The question is on cross-examination. It is searching for—it is relevant, too, on the basis of whether he knew if there were any gerrymandering of boundary lines and whether he followed up on it.

By Mr. Davis:

Q. Do you recall any discussion with respect to that? A. We did have some discussion as it related to certain boundary changes, and the effects that those changes might have on the school, but to recall exactly as specifically what our discussions about those boundary changes were, that I could not do at this time because that was quite sometime ago.

Q. Very well.

Mr. Davis: Thank you, Mr. Lewis.

Mr. Newman: Thank you very much.

May the witness be excused, if he desires to?

The Court: I have a question or two.

Mr. Newman: Oh, I am sorry.

[305] The Court: All right. Mr. Lewis, you hesitated when you were asked if there were any black teachers in the schools; do you recall that when you were testifying?

The Witness: Yes.

The Court: May I ask why was the hesitation?

The Witness: Well, my tenure as a PTA President at that time, I believe that was some nine or ten years ago, I had to stop momentarily to think back, and then I remembered that there was some black teachers at that school.

The Court: Do you recall approximately how many?

The Witness: Well, I can only think of one right now, a lady by the name of Ferguson, I believe, at that time.

The Court: Do you have an opinion as to whether a change in boundaries would decrease the segregated condition of the Main School?

A. I think at that time my thinking was that a change in the boundary would not decrease the desegregation at Main Street School. It would not decrease the segregation.

The Court: Decrease the segregated [306] condition of the school? The school was a segregated school. It was 80 percent.

The Witness: Yes.

The Court: Well, did you think of any terms of—why were you concerned about boundaries if you didn't think it would make some changes in the segregation of the school, increase the area of desegregation and decrease the area of segregation?

The Witness: Your Honor, I guess I am not quite following—

The Court: Maybe I am not clear.

The Witness: —what you are saying.

The Court: You said that you were concerned about boundaries, and you did talk—you did communicate with the Board on boundaries. What was your object in communicating with the Board on the boundary issues?

The Witness: Well, I think at that time the concern was that—and here I got to get back, because we were—it was all—it was being geared to, as we saw it, whereby our students would be leaving our school and our area and no one was being brought back in, and even with our students leaving the area and going out and infiltrating the other school in the district there, that in a sense still left our school [307] in the same type of situation as it was beforehand. In other words, the boundary changes didn't help our situation.

The Court: Well, when you are—the changes that were apparently were changes in school assignment or student assignment.

The Witness: I believe so.

The Court: And that didn't have anything to do with boundaries. Boundaries are moving lines of the limits of a service area, either contracting them or setting them in different structures so as to increase the number of persons who may not be in the school racial; whites, for example, and decreasing the number of blacks that would be in the school. That is what boundaries, change in boundaries are for, in a large measure.

The Witness: Well, the boundary changes in that sense did decrease the number of blacks in the school, but it did not increase the number of whites in the school.

The Court: Well, did they actually change boundaries when they bussed your students out of—your black students out of your school? The boundaries of the service areas of the school remained the same, didn't they?

[308] The Witness: Sitting here trying to recall, I can't actually say.

The Court: So you don't know whether there were any boundary changes made upon the one-way bussing of black students to white schools?

A. No, I couldn't sit here and testify that on my—I can't remember back to that point.

The Court: So you don't know whether there were any boundary changes made of any kind during that period of time affecting Main Street School?

The Witness: Thinking back, your Honor, I think—of course I can't be absolutely sure, but I think there were some boundary changes made that did directly affect Main Street School, but in

trying to think back exactly what those changes were and so forth——

The Court: You don't know whether it decreased?

The Witness: Right.

The Court: Or increased the segregated condition. All right.

Mr. Davis: I have several more questions, if the Court please.

Further Cross-Examination of John Lewis, Jr.

[309] By Mr. Davis:

Q. Mr. Lewis, how long have you lived at your current address? A. Approximately eight years.

Q. How long have you lived in Lansing? A. Ever since I got out of college back in 1956.

Q. And where did you live in 1956? A. Over at—on West Street. I believe the address was 911 West Street.

Q. And do you know what school district that would be in, which school attendance area? A. Oh, Main Street.

Q. So you have lived in the Main Street attendance area since 1956? A. (Witness nodding.)

The Court: The answer is yes? He nodded his head. Did you get that, Mr. Reporter?

The Reporter: Yes.

A. I am sorry.

Q. You are familiar with the residents in that area in terms of racial makeup? A. Yes.

Q. Now I direct your attention and I am going to refer to— if I could find the correct Exhibit number—I am [310] going to refer to Plaintiffs 68, 69, 70 and I will hand the Court a copy of one so the Court can follow it.

I show you what purports to be school attendance area for what we call the "River Island School," do you see that? A. Yes.

Q. Now in relationship to that map, can you indicate where your residence was in '56? You indicate West Street. Can you find it on the map?

The Court: Would that be about near Main Street School?

The Witness: Yes.

The Court: There is a WES, and then there is a black dot that apparently blocks out the rest of it.

The Witness: Right here. Here is West.

Q. Okay. Now you are pointing almost directly at the location of Main Street School, that circle, and you lived right near the circle on this particular map? A. Yes, just adjacent.

Q. About how far from the school? A. About a half a block.

Q. All right. You lived on the south side of the expressway, which is denoted on this map? [311] A. Yes.

Q. Now when you moved, you moved to where, your present address? A. I moved three—two times. From West Street over to Everett Drive, and from Everett Drive over to my present address.

Q. And where is that? A. 1520 West Lenawee, which is right in there.

The Court: Where?

Mr. Davis: Soon as he points it out I will describe it for the map.

The Court: Oh, yes. I see it.

Q. It appears to be near the corner of Jenison and Lenawee just inside about a block from that intersection, Jenison and Lenawee. A. Just about a block.

Q. And a block toward the inner part of Main Street attendance area or towards the west, correct? A. Yes.

Q. All right. Now I am going to ask you to test your recall in terms of persons, the racial composition of particular neighbors as of 1956 as best you can recall, or '57, in those years, and tell me if I am correct: That the area below Michigan Avenue south towards Main Street School District was an area of increasing black population; [312] the farther south you went, the higher the density of blacks? A. Yes, that's correct.

Q. Now taking Main—Michigan Avenue and going north, this is 1956 or about, going north from that bottom line of Verlinden or Michigan Avenue, was that an area of increasing white population? A. Yes.

Q. So if the boundary line were to be moved south, the Main Street boundary line were to be moved south, the area which would be cut off or at the top would be black in population, do you understand me? If we take the northern area of Main Street attendance zone, that area would be—and placed it up into Verlinden, that would bring blacks into Verlinden, would it not? A. Yes.

Q. On the other hand, if we take the Verlinden boundary line, the southern boundary line of Verlinden in 1956 and move that up or north, that would—and brought that area into Main, that would bring whites into Main, would it not? A. Yes.

Q. And this would be based on where, according to your recollection, the whites and the blacks live? A. That's correct.

[313] Q. And is it your recollection that the—say the area—I am trying to read the name of the street. It appears to be "Washtenaw." Would you say that that would probably be the area that separated the black population from the white population, or would it be another street?

Let me rephrase that for you. Based on your recollection in 1956, where was the dividing line that cut off the black

community from the white community? What street was kind of the center street? In this area? A. Yes, I am thinking maybe Allegan.

Q. Allegan. All right. You are indicating by your recollection Allegan Street was kind of a cut-off point, and that seems to run right through where Sexton High School is. It is black on our map, is that correct? But it is where—is that correct? A. Yes, to the best of my recollection.

The Court: I am trying to locate Allegan.

Mr. Davis: Perhaps I can help you. Allegan is this street right here.

The Court: Oh, yes. Fine. That's west of Washtenaw, then, isn't it, Allegan?

Q. Where is Washtenaw? A. There is Washtenaw.

[314] Q. All right. That is north—let me ask you rather than state it, which direction is that from Washtenaw, Allegan? A. That is north.

Q. Let me ask you this with reference to the map in front of you just to get an idea; if you were to move the northern boundary line of Main Street School up five blocks, north five blocks—can you picture where I am describing? A. Yes.

Q. Would you have included within Main Street School District in 1956 or thereabout a number of white children? A. Yes.

Q. I am going to ask you about one further area, Mr. Lewis. Can I ask you if you can find this area on your map: City limits on the west, Jenison Avenue on the east.

The Court: Where is City limits?

Mr. Davis: That would be the solid black line, your Honor. Clare is indicated on your map. It is this line.

Q. Do you see Jenison? A. Yes.

Q. Michigan on the south? A. Yes.

Q. And Ottawa Street extended to the City limits on the [315] north. Ottawa is this area here.

Okay. Now do you see that area that I am referring to? A. Yes.

Q. Think back now, 1956, '57. Isn't it a fact that that area was white? A. Yes.

Mr. Davis: Thank you. I have no further questions.

For the purpose of the record, I was referring to the interrogatories for that description, answer to interrogatory number 1, answer B-2.

Redirect Examination of John Lewis, Jr.

By Mr. Newman:

Q. Mr. Lewis, with regard to Plaintiffs' Exhibit Number 70, I will ask you if this Exhibit shows on it the freeway? A. If these dotted lines here represent the freeway, this freeway would be going right through where the dotted lines are.

Q. Was that freeway in existence in 1956? A. No.

Q. Do you recall when the freeway was opened? A. Not exactly.

Q. Has it been as much as five years ago, or less? A. Approximately five years ago, I think.

[316] Q. Now I am pointing to the northwest corner of the main area—or, Main service area. Do you see what I am pointing at? A. Yes.

Q. Do you know the name of that area with regard to a subdivision or anything of that nature? A. Isn't it the Heatherwood Subdivision?

Q. Right. Now will you tell the Court whether or not at the present time there are white people living in the Heatherwood

area of the Main service or Main School service area? A. Yes, there are.

Q. And there were white people living there as long ago as 1956, is that not true, in the Heatherwood area? A. Yes, there were some there.

Q. And you have been asked questions to test your memory as to the nature of the racial composition of the people living in that area. May I ask you if you would agree the census figures are probably a little more accurate than your memory? A. I wouldn't take on the census figures to form my opinion, and that is exactly what I told you.

Q. You gave to the best of your recollection? A. That's correct.

Q. But as far as accuracy, would it not be true that the [317] census figures are more accurate than your recollection?

The Court: Well, that is a judgment we can make.

Mr. Newman: Well, your Honor, he was asked his opinion by Mr. Davis.

The Court: Yes.

Mr. Newman: And I really don't believe that an opinion was appropriate.

Mr. Davis: May it please the Court, your Honor, the Court is well aware, as Mr. Newman, the census figures come out every ten years. The question was directed to an interval between two censuses. In that regard his recollection may be appropriate as census figures.

The Court: All right.

Mr. Newman: I don't think an opinion where something is a matter of statistics is appropriate at all, and I would like the record to reflect that observation, your Honor.

The Court: Well, it so reflects. But here is a man who is in top management of Oldsmobile and is living in the area for some eight years. He has a knowledge of the area that is above and beyond statistics as far as the overall view of the area, and is qualified to express an opinion.

[318] By Mr. Newman:

Q. Mr. Lewis, I invite your attention to the fact that on Plaintiffs' Exhibit 20 there is an indication of another school-house, Michigan, do you see that? A. Yes.

Q. Do you observe the attendance lines for the elementary service area, Michigan? A. Yes.

Q. And to the west end of that attendance area, do you observe a corridor that is unoccupied? A. Yes.

Q. Do you know what is located in that corridor? A. Sexton High School should be somewhere in that area.

Q. Sexton High School actually is a part of the Michigan Elementary School attendance area, is it not? A. Yes, it would be.

Q. At the present time do you know approximately how many white persons live in the Heatherwood subdivision area of the Main Street School attendance area? A. A few, but to fix a number to it, that I couldn't do.

Q. Do you know how many were living there in 19—in that northwest area in 1960? I am talking about the Heatherwood Subdivision area, which is the northwest part of Main Street School attendance area? A. Once again, I couldn't have fixed a figure to it, but [319] there were some living in that area.

Q. Were there more in 1960 than there are in 1975? A. More?

Q. White people living in the northwest part of the Main Street School attendance area, were there more white people

living in that part than there are in 1975? A. Yes, I would say there were more living in there than there are now.

Q. When you first established your home in the Main Street attendance area, do you know how many people were then living—how many white people were then living in the Main Street School attendance area? A. Then again, it is a number thing. I couldn't tell you that.

Mr. Newman: That is all the questions I have, your Honor.

Thank you Mr. Lewis.

The Court: Thank you, Mr. Lewis.

The Witness: Thank you.

The Court: You may be excused.

* * * * *

EXCERPTS FROM TESTIMONY OF

[684]

JOHN D. MARRS,

called as a witness by the Defendants, being first duly sworn, testified as follows:

Direct Examination

By Mr. Newman:

Q. Will you please state your name? A. John D. Marrs.

Q. What is your place of employment? A. Lansing School District, Lansing, Michigan.

Q. How long have you been an employee of Lansing School District? A. Going on 27 years.

Q. And what positions have you held with Lansing School [685] District? A. First I was a teacher at J. W. Sexton High

School, and since that time, since 1956, Director of Information Services.

Q. During the time that you have been employed by Lansing School District, have you been aware of the fact that certain elementary schools have been closed out? A. Yes, sir.

* * * * *

[686] Q. Now were you familiar with an elementary school called "Christianity School"? A. Yes.

Q. And what happened to Christianity School? A. In the early and mid '60's, both, there was extensive study of elementary buildings by Citizens Advisory Committees and staff.

The Court: What date was that?

The Witness: In the early 1960's and again in the mid 1960's. Christianity School was one of a very few left that was essentially frame construction. Again, it was serving an area sitting next to industrial development of the John Bean Company and Diamond Reo. [687] It was a question of a major expenditure to renovate that facility. The decision was made not to do that. It was a small student population that could be absorbed at Mount Hope, Maplewood, and Moores Park Schools, and consequently it was closed and the property was sold to John Bean, the corporation.

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EXCERPTS FROM TESTIMONY OF

[383] **HAROLD A. MOORE,**
called as a witness by the defendants, being first duly sworn,
testified as follows:

Direct Examination

By Mr. Newman:

Q. Will you state your name in full? A. Harold A. Moore.

Q. Where do you live, Mr. Moore? A. 314 West Randolph Street, Lansing, Michigan.

Q. How old are you? A. 52.

Q. What is your business at the present time? [384] A. I am a real estate broker.

Q. And at one time—I will withdraw that. Are you married? A. I am.

Q. Do you have any children? A. I have two.

Q. At one time did you serve on the Board of Education of Lansing School District? A. I did.

Q. And when was that? A. I believe it was from 1959 to 1965.

The Court: 1959?

The Witness: I think it was 1959 to 1965.

Q. Now during the past year have you concerned yourself with any group of handicapped children? A. I didn't hear the question.

Q. Have you concerned yourself in the past year with any group of handicapped children? A. I most certainly have.

Q. And what group of handicapped children have you concerned yourself with? A. The mentally retarded, basically.

Q. Now have you helped initiate programs for the benefit of these children? A. I have.

[385] Q. And have your efforts culminated in the establishment of certain buildings or institutions where they can be aided? A. They have.

Q. What are they? A. Well, at first we built the Woodhaven Center for Retarded Children, which was supervised by an agency known as the Greater Lansing Association for Retarded Children. Later on, through the efforts of the Lansing Board

of Education and many others, and efforts on my part, I was able to introduce all the resolutions to purchase the land and construct the Marvin E. Beekman Center for Retarded Children in the Lansing area. And recently we have completed the Moore Living Centers for 35 mentally retarded children in the City of Lansing located on Edmore Boulevard.

Q. Now during the years that you served as a member of the Board of Education of Lansing School District, you were confronted with a number of problems, were you not? A. Many problems.

Q. And as the years have gone by, I suppose, may I ask you if you fully remember all of the problems with which you have had to deal when you were a member of the Board of Education? A. I do not. They were too numerous.

[386] Q. May I inquire as to your efforts on behalf of mentally retarded children as to whether you ever participated in any kind of discriminatory action against any minority group? A. None whatsoever.

Q. Now, with regard to your activities on the Board of Education, did you ever participate in any discriminatory action against any minority group? A. Never to my knowledge.

Q. And do you recall some of the Board members with whom you served? A. Teresa Darling, Vernon Ebersole, Steven Krass (spelled phonetically), Clarence Rosa, Nellie Nussdorfer, Richard Herman, Thomas Walsh.

Q. Are you acquainted with Thomas Walsh? A. I am.

Q. How close is your acquaintanceship? A. I would say we are close friends.

Q. Are your politics the same? A. No.

Q. Now with regard to the Board members whom you have named, do you recall any of those Board members ever having expressed any discriminatory attitudes toward any minority

group in Lansing School District? A. Never during any time with my association with this fine [387] group of people have I ever heard any one of them mention anything discriminatory against any minority group.

* * * * *

EXCERPTS FROM TESTIMONY OF KATHLEEN PENNONI

[618] Cross-Examination of Kathleen Pennoni

By Mr. Newman:

Q. Mrs. Pennoni, I take it that you are in accord with the proposition that the public should be involved in school programs? A. Yes, sir.

* * * * *

Q. Well, the fact is that the overwhelming majority of the people were opposed to bussing, were they not, before the Cluster Plan was adopted? A. Yes, sir.

* * * * *

Q. And you are also aware that in July of 1973 when the question was put to the citizens in Main, Michigan, Kalamazoo, and Lincoln attendance areas, the question was put to them, "In about two years a new school will be built on the west side to replace the Michigan Avenue School. Who do you think should go there?" The first choice was "neighborhood area school children," by, on the average of those four areas, 49 percent; are you aware of that? A. Yes, sir, I heard it here in court.

Q. And the next figure was integrated, 29 percent; and the next was open school to all, 16 percent. A. I take your word for the figures. I have never seen that survey. That was a

survey done. I didn't know about it until I heard about it here in court. Not this time, but the last time in court.

Q. This is the survey, and the question I read to you appears here, and the response, and the percentage, all, Main, [621] Michigan, Kalamazoo, Lincoln; right? A. Yes, those are the figures you quoted.

Q. So this, the people who lived in the black area also longed for a neighborhood school, did they not? A. I am aware that they want a school in their area.

Mr. Newman: That is all, thank you.

Mr. Davis: Nothing further.

* * * * *

EXCERPTS FROM TESTIMONY OF DR. EDWARD L. REMICK

Q. Now with regard to the Vivian Riddle School—by the way, how did Vivian Riddle School get the name "Vivian Riddle"? A. It was named after a teacher who has—who is deceased at that particular time, a teacher at Everett High School, an outstanding teacher. Also the family was quite a well-known family in the west side area; for that fact, the City of Lansing, the Riddle family. The name "Vivian Riddle," of course, is after the teacher.

Q. And Vivian Riddle was a black teacher? A. Yes.

Q. Now in connection with the development of the Vivian Riddle School, has the City of Lansing undertaken, committed itself to a development in that area? A. Yes, directly south of the property, which we currently own, which is Washtenaw Street, there is what is known as "Kingsley Place Development" by the City. That extends from Vivian Riddle Court on

the east side to [86] Kalamazoo on the south, Huron on the west and Washtenaw on the north.

Our particular area, as we are developing it and acquiring property, would be the Washtenaw, Huron, Allegan, and Vivian Riddle Court.

Now the site development plans would call for contiguous units, so there would be an overlap. We could use part of it as an elementary area, part of the Kingsley play area, part of the park area, and they could also use part of the elementary site area for recreational activities.

Q. And will the school, the Lansing School Board acquire additional land in that area for the school? A. We are in the process of acquiring, well, what is known or was known as Phase I and Phase II; Phase I, the area between Washtenaw and Chelsea, and Phase II is that area between Chelsea and Allegan.

Q. And what is the contemplated use of that space? A. Basically on the west portion, about the west third of the site between Washtenaw and Chelsea will be the building. The area to the east of that, the balance of that particular area will be used as playground area. To the north of the building between Chelsea and Allegan is to be parking area for staff and for visitors, whatever. To the east of that particular area then again [87] would be part of the play area.

Q. Now you indicated that originally several years ago when this program was under consideration, that Model Cities was involved, is that correct? A. That's correct.

Q. And what do you mean by "Model Cities"? A. Model Cities, currently known as Community Development Act, but it was the—well, primarily a funded group to the City by the Federal Government under HUD, and also partly under HEW, HUD being Housing and Urban Development Act, HEW being the Health, Education, and Welfare. There were monies allocated to the City of Lansing, and these were programmed for various uses, socioeconomic uses by the City.

Target areas, which would cover part of the east side, the River Island, part of the River Island area, and an area down near Harley Franks' Elementary School—Hill School were included in the Model Cities areas, and funds were appropriated by the policy board of the Model Cities, and then approved by Council and Mayor. Various projects were developed. Of those, one was the Kingsley Place Development.

Q. Now in connection with the initiation of this program and its progress in developing over the years, have citizens been involved? [88] A. Very definitely, yes.

Q. And citizens from the West side area? A. Yes.

Q. And specifically black citizens? A. Yes.

Q. Have discussions and meetings taken place with the people who will be affected by this development? A. Yes, sir, there has been.

Q. And have you found that the black citizens who were involved were interested in having a school in that area? A. Yes, they were.

Q. And the City project that will be there with the park and the community building? A. They were also interested in that. In fact, there were specific advisory committees set up for Kingsley Place, and that was one of the requirements of the grant, that there be citizen involvement in the immediate area, and also the—well, the total Model Cities areas as designated.

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EXCERPTS FROM TESTIMONY OF

[59]

CLARENCE H. ROSA,

called as a witness by the Defendants, being first duly sworn, testified as follows:

Direct Examination

By Mr. Newman:

Q. Will you please state your name in full? A. Clarence H. Rosa.

* * * * *

Q. And in the years past, what has your employment been? A. Till five years ago I was Deputy Director for the State Building Division.

Q. For the State of Michigan, of course? A. Yes.

Q. And at the present time you are a widower, are you not? A. I am.

Q. You do have three children who are practically all grown, and two of them are married, are they not? A. That's correct.

[60] Q. And did they all attend the Lansing schools? A. They did.

Q. Now, have you been a member of the Board of Education of Lansing School District? A. I have.

Q. Do you recall when you first became a member? A. 1957.

Q. And how long did you serve? A. Until I was recalled in 1972.

Q. And during that period of some fifteen or sixteen years, did you hold any offices? A. I was President of the Board, I think on three different occasions.

Q. And did you hold other offices, too, from time to time? A. I may have been Vice President. I am not sure.

Q. Now how long have you been a resident of the City of Lansing, Michigan? A. I am a native of Lansing.

Q. Did you attend school in Lansing? A. I did.

Q. What schools did you attend? A. Moores Park, West Junior, Walter French, Lansing High School, Lansing Central High School.

Q. Was it Lansing High School before it was Lansing Central? A. There was only one high school in Lansing when I entered, [61] and it was then called "Lansing High School."

Q. Now during the period of time that you served on the School Board, did you have questions concerning problems of construction, problems concerning overcrowding, problems concerning annexations? A. We did.

Q. And while you were a member of the School Board, did the School Board endeavor to involve citizens who would be affected by decisions of the Board of Education participate in discussion groups or furnishing information or becoming involved before the Board decisions were made? A. We did.

* * * * *

Q. Were you aware of the area known as the River Island Area while you were in school? A. Yes.

Q. And that has been described generally as an area, the west boundary of which is Clare Street connecting the Grand River as it makes a U-turn through the City of [62] Lansing? A. Yes.

Q. Over the years that you have lived in Lansing, have you noticed the population makeup, the ethnic makeup change in that area? A. In the West—in the Island Area?

Q. Yes. A. Yes.

Q. And with regard to that area, are you able to describe some of the uses that are made of the land in that area, starting

with the downtown business district and moving west? A. Well, there is the business area, there is the area where the Government—the complex of Government buildings, Oldsmobile is in there, Industrial Welding, Community College now, the balance of it primarily residential, as I think of it.

* * * * *

[63] Q. Are you able to describe in terms of the type of residence that exist in that area, ranging from a poor type of home to a better type of home?

* * * * *

A. There are some pretty good homes in this area. The publisher of our newspaper, prior to the—Mr. Martin, who published the *State Journal* for a long time, lived in this area, for example. I am trying to think of others. The Vice President of the Michigan National Bank, John Nelligan, I think, used to live in that area. The head of what used to be the Ingham County Hospital—I can't think of his name right now—lived in that area.

Q. Mr. Springer or Dr. Springer? A. Dr. Springer—or, Stringer.

Q. Stringer, right. A. Stringer. I would say it was a good solid area. There are portions of the area in which housing is—at least when I was a youngster, I wouldn't have considered to be poor housing, it was less costly housing, but it was pretty substantial housing. There was a variation [64] from less-than-fair, perhaps, to perhaps quite-affluent housing.

Is that the kind of thing you are looking for?

Q. Yes, sir. Now while you were a member of the Board of Education, did a time come early during your term of office, your first term of office when certain individuals came to the Board of Education with regard to Main Street and desired on their part to be detached from Main Street service area? A. Yes.

Q. By the way, before we go on will you state to the Court generally whether or not Lansing School District has followed the establishment and use of a neighborhood school policy?

A. I think traditionally they have attempted to do this. I think they have deviated—if I can deviate for just a second, I remember my Dad was very upset when I was a youngster and in about the second grade, and the second grade was moved from Moores Park School clear over to Maplewood, which was then a brand-new building. My Dad was pretty upset because that was a long ways to go. And we had to walk, of course, and eventually it was switched back. But basically I would say Lansing has attempted to have a neighborhood school pattern over the years.

[65] Q. Now going back to the question concerning individuals coming to the Board of Education to request a change in the boundary or some change so that they can—their children could attend a different school, do you recall who the first group were, what was the ethnic or racial makeup? A. Oh, they were white.

Q. And what did these white people desire the Board to do? A. They wanted us to move the boundary that was between Verlinden and Main, move it over closer to Main so that their kids could go to Verlinden instead of Main.

Q. And do you remember about what year that was, approximately? A. I am guessing. '59, perhaps.

Q. Or possibly earlier? A. It might have been '58, I am not sure.

Q. Let me ask you relative to the time that a group of black citizens came to you. Who came to you first, if you recall? A. I guess I can't say. I am not sure who came first. The outcome of the thing was to set up a committee representing people in that area, black and white, and see if they couldn't work out and resolve something in connection with the boundaries between these two buildings. And the committee started out with a lot

of, you know, [66] they were hardly speaking to each other when they started out, and the committee worked for a long time, and finally resolved their differences and worked things out pretty well.

Which group came to us first, I am sorry, I am not sure.

Q. Mr. Rosa, I hand you a drawing that has been received in evidence as Plaintiffs' Exhibit 68 and advise you this represents, if you need advice, the River Island, so-called, area. It also reflects attendance areas for the elementary schools, and you can observe the lines for Michigan, Main, Lincoln, Kalamazoo, Genesee, Walnut, Willow, Verlinden, is that correct? A. Right.

Q. Now the problem that you just testified about related to the Main Street School, is that correct? A. That's correct.

Q. And at that time with regard to Main Street, which section of this attendance area was occupied more by white people than by black people, or can you give the distribution by racial makeup? A. No, I couldn't give you the distribution. We are talking about the north edge of the Main Street area, Main Street service area.

Q. Right. But may I ask if the people who were white who [67] wanted to be detached, what area did they live in? A. I am not sure of the exact streets, but it would have been—

Q. Without regard to the streets, the general direction? A. It was in this north, the north side of the Main Street area, the side towards the Verlinden building.

Q. So if those white families, if the boundary line had been changed to accommodate the wishes of the white families, that would have meant that Main Street at that time would have become increasingly black? A. No doubt about it.

Q. Mr. Rosa, while you were on the Board of Education, was any boundary line ever changed for the purpose of containing blacks in a given service area? A. I am not aware of any.

Q. Now while you were a member of the Board of Education of Lansing School District, did the Board of Education, to your knowledge, ever undertake to discriminate against any child who was attending school, elementary school on the basis of race? A. Boy, that is an awful big question.

Q. All right. I will back up. A. At any time did we ever on any child—

Q. Let me withdraw the question, Mr. Rosa.

While you were a member of the Board of [68] Education, did the Board of Education ever take any discriminatory action against a minority child? A. Well, I don't think that we consciously did. I am not aware of it. I suspect that we may have taken action that others could interpret as being discriminatory, but for the Board to consciously take an action, whose sole purpose was discrimination, I really don't believe we ever did. Somebody else might interpret it that way, but this wasn't certainly our intent.

Q. While you were a member of the Board of Education, did the Board of Education have any policy of excluding from employment classified employees? By that I am talking about the custodians, maintenance people and those people. A. I am not aware of one.

Q. Did the Board of Education ever have a policy of discriminating against minority people as certificated employees? A. I am not aware of any.

Q. Mr. Rosa, before you became a member of the Board of Education, were you visited by some black people who were concerned about what they said—what they believe was a policy, a quota policy of hiring teachers? A. I was.

Q. And did these individuals want to know what your position [69] was? A. They did.

Q. And did you tell them? A. I did.

Q. And what was your position? A. I saw no reason for a quota.

Q. Now while you were a member of the Board of Education, was any quota system adopted or enforced? A. None that I was ever aware of.

Q. Mr. Rosa, you were a member of the Board of Education through the period when the Board of Education undertook to achieve a better racial balance in the secondary schools, were you not? A. That is correct.

Q. And by "secondary schools," that would mean the high schools and the junior high schools, would it not? A. That's correct.

Q. And do you recall in 1966 the Board of Education did undertake a program to change the ratio balance at the high schools? A. That's correct.

Q. And do you further recall that a law suit was instituted against the Board of Education? A. Right.

Q. And in the first instance, the Circuit Judges enjoined [70] the Board of Education from implementing that plan? A. That's right.

Q. Do you recall if the Board of Education continued that litigation? A. That's correct.

Q. And eventually the Board of Education prevailed in the law suit? A. That's right.

Q. And not that I desire publicly, but the fact is that I was the attorney for the Board of Education? A. You were the attorney for the Board at that time.

Q. That litigation went to the Court of Appeals, and the Supreme Court refused to grant leave for the plaintiffs to appeal to the Supreme Court, is that not true? A. That is correct. It

seems it ran almost a year, but I am not sure, before we finally got an answer.

Q. It took a long time, that's true. But, anyhow, we won eventually? A. Yes, we kept at it and won, right.

Q. Now, did a time come when portable or mobile units were used in Lansing School District at some of these schools? A. That's correct.

Q. And what was the reason for the use of mobile units or portable units? A. To take care of overcrowding that was at that particular [71] building, to tide us over. At no time did we ever consider that they would be permanent units, because these would tide over a particular building until such time as either an addition could be put on to that building or a building could be built perhaps in an adjacent area that would pull students out of that area and relieve the crowding.

Q. Was that ever done with the idea of confining anybody to any school area? A. No.

Q. Now, did a time come when Lincoln School was closed? A. Yes.

Q. And Lincoln School was an elementary school? A. Yes.

Q. Before that school was closed, were meetings had with the parents of the students living in that attendance area? A. I presume so, but I don't think—I don't remember attending any. I suspect there were meetings held, but I don't have a first-hand knowledge of them.

Q. A time did come when Lincoln School was closed, is that not correct? A. That's correct, yes.

Q. Mr. Rosa, Defendants' Exhibit Number 30 reflects a copy of the minutes of July 22, 1965. It indicates that you [72] were present. I will hand you Defendants' Exhibit—or—yes, it is Defendants' Exhibit Number 30, and invite your attention to the fact that this was a regular meeting. A. Yes.

Q. At that time the members were Douglas Ammons, Kathryn Boucher, Vernon D. Ebersole, Dolly D. Gibson, Nellie Nusdorfer, Clarence Rosa, and Thomas C. Walsh.

Turning to page 5, there appears to be a resolution concerning the closing of Lincoln Street School as an elementary school. A. Yes. Do you want me to read it?

Q. Well, you can read it, yes. You might as well read it. A. "It was moved that the Lincoln School be dismissed as a kindergarten through grade 6 school commencing September 1965, and that pupils presently enrolled be transferred to other schools where space is available; that the Lincoln School be used to house special education pupils, and the Lincoln Community Center continue to use this building and site."

Q. And Thomas C. Walsh made the motion and Mrs. Boucher seconded it? A. Yes.

Q. Did the Board of Education receive from interested parents and interested groups communications from time [73] to time concerning the actions of the Board? A. We did.

Q. Sometimes flattering and sometimes otherwise? A. More often otherwise.

Q. On this particular occasion, I call your attention to page 11 that reflects the receipt of a letter from Mrs. Penison Burton, President of the Lincoln School PTA. Does that appear in these minutes? A. Yes.

Q. And this letter is one of the complimentary ones. Would you read that, Mr. Rosa. A. "This letter expresses the belief of Lincoln School parents that transporting their children out of the Lincoln building would be to their benefit." They state, however, that they are pleased with the fine staff and the personal interest taken in their children by everyone at Lincoln. They offer their cooperation in any plan that would give the broadest educational opportunities to their children.

Q. Now did a time come when Kalamazoo Street School was also closed? A. Yes.

Q. And before that school was closed, were there meetings and discussions with future concerned parties? A. Yes, there were on that one, yes, I remember those. If [74] I recall correctly, the closing of that building was gradual. It seems we discontinued the third floor first, because it was a hazard, we thought. And then later we closed the entire building.

Q. The building still exists of course? A. It does.

Q. And at the present time it is being used as part of the Administration Center? A. That's correct.

The Court: What floor did you say you closed first, the upper?

The Witness: Yes, the upper floor. I think I am correct on this.

By Mr. Newman:

Q. Mr. Rosa, I hand you what has been received into evidence as Defendants' Exhibit Number 31. I call your attention to the fact that it is a copy of the minutes of the Board of Education regular meeting November 20, 1969. A. Right.

Q. And at that time the members were Richard L. Beers, Kathryn A. Boucher, Hortense G. Canady, Vernon D. Ebersole, Polly Gibson, Clare D. Harrington, Nellie K. Nussdorfer, Clarence H. Rosa, and Thomas C. Walsh? A. Right.

Q. I invite your attention to Page 7 and ask you if this [75] reflects the motion with regard to phasing out Kalamazoo and Michigan Avenue Schools? A. Should I read this?

Q. Yes, sir. A. "It was moved by Mrs. Canady and seconded by Mr. Ebersole that the scheduled plan for the phasing-out of the Kalamazoo Elementary School by June 30, 1970, and the Michigan Avenue Elementary School by June 30, 1971, as out-

lined in the position paper entitled 'Final Plans for Eliminating De Facto Segregation in Elementary Schools,' dated September 22, 1969, be adopted; that specific plans be developed for future use of the Michigan Avenue School as an elementary center for enrichment and of the Kalamazoo School as a center for continuing education, including program descriptions, space allocation, and cost estimates of any necessary renovations; and that fixed geographic boundaries be established assigning pupils in these two attendance areas to specific receiving schools."

Q. With regard to the matter of capital construction or additions of—additions to elementary schools in the River Island Area, did the Board of Education sometimes find it difficult to arrive at a decision because its action depended upon what the State of Michigan might do or what Oldsmobile might desire to do? And I have in [76] mind particularly Lincoln School and Michigan Avenue School. A. That correct.

Q. And why did the problem arise? A. Oldsmobile was acquiring property. They were taking our clientele away from us, buying up block after block of houses, tearing them down, so the families were gone.

The State has eminent domain, and they, in connection with their Capitol complex, were proposing to move towards the Michigan Avenue School, and eventually did, and moved right up to the building.

Q. And did the State's action also affect its—or, contemplated actions affect the decisions the Board had to make while you were a member? A. Yes. The 496 freeway was built within a block, I think it is, of where the Lincoln School used to be, and that took 300 and some families out when this was built. In addition, the Highway Department, of course, is still talking about what they are going to do about the Logan Street area, and have already acquired some houses in that area, too, which Logan Street—Lincoln School used to be right on Logan Street.

Mr. Newman: You may cross-examine.

[77] **Cross-Examination** of Clarence H. Rosa

By Mr. Davis:

Q. Mr. Rosa, I don't want to put the cart before the horse, but did I understand you to indicate that you were recalled in 1972? A. Yes, sir.

Q. Now you have testified that since from 1957 till 1972 you served on the School Board? A. That's correct.

Q. And as a member of the School Board, you had an opportunity to watch the population migration or population shift in terms of where the blacks were moving, et cetera? A. That's correct.

Q. You had an opportunity to serve on a number of study groups and have a lot of reports submitted to you on what you should do about the race problem in the City? A. That's correct.

Q. I think there was a 66 Citizens Committee and a number of others, is that correct? A. That's correct, we had several.

Q. Based upon this wealth of information that you acquired over this period of time, did there come a time at which you proposed a desegregation plan or voted for a desegregation plan? [78] A. We certainly discussed several plans for promoting desegregation, including the one-way bussing of elementary school kids, the plans that were referred to for accomplishing some desegregation at the junior and senior high school levels.

Q. You supported, did you not, the Cluster Plan that is now in effect? A. Yes, sir.

Q. And as a result of that support, you were recalled, correct? A. That's correct.

The Court: Why did you support the plan?

The Witness: I believe in it. I believe that desegregation of our elementary—in our school systems is pretty important; that

whenever it can be accomplished, I think we should accomplish it, and I think in our community in Lansing we arrived at a time when I felt that it could be accomplished. We had flirted with the idea, you know, since the late '50s, since '59 or '60 we flirted with it, and we had been moving towards it in one way or another, but it wasn't until 1971 that we really came to grips with a pretty complete desegregation program at the elementary level. I think we had good desegregation at the secondary level [79] prior to 1966, but we were scared to death of this elementary situation. We studied it and worked with it until we finally felt we had one that our community could live with. Maybe some other communities couldn't, but we certainly—at least I felt our community could.

The Court: And that was the present plan?

The Witness: Yes, sir.

The Court: That's in operation now?

The Witness: That's correct.

The Court: Now you were asked about concern for a racial balance. What was your object in concern for racial balance?

The Witness: My purpose——

The Court: That you seek to obtain, what was your ultimate end?

The Witness: Okay. My personal object—everybody has different thinking on this.

The Court: Yes.

The Witness: I had looked back to see what had happened in the past 15, 20 years, and where minorities had come from during that period of time, and I was convinced in my own mind we were going to make progress in the future just as we had made progress in the past; that my own children, or maybe, more importantly, [80] my grandchildren, are going to be em-

ployed by people of another race, they are going to be working next to people of another race, they are going to be neighbors of somebody from another race, and that if that is going to happen—and I fully believe that it will—it is going to happen comfortably only if you are comfortable with somebody from another race. I am not sure that I personally always am, but I think it is important that these young people do develop that kind of rapport where they can live with and work for and work with somebody of a different race than they are, and that the best way for them to—or one way—not necessarily the best, but a way that we have a chance of achieving now is for them to associate in school, and therefore I felt it important that we desegregate our schools and arrive at that kind of brotherhood, I guess you would call it, for our children and our grandchildren. And that's why I felt it was important.

The Court: All right.

The Witness: Some people think it is more unimportant, some people think it is Constitutionally important. I simply felt it was necessarily a part of a good education program.

The Court: Would you call that the ultimate end of that kind of program an equality of [81] education?

The Witness: Equality enters into it, but I think there is more than equality involved, more than saying, "Well, everybody is going to get an equal education." I think the plus is that we get a complete education by becoming brothers with our brothers.

The Court: Under the Constitutional requirement, equal protection of the law——

The Witness: Yes.

The Court: ——was that one of your objectives?

The Witness: Not necessarily.

The Court: Not necessarily?

The Witness: No.

The Court: But would that be one of the results?

The Witness: I think it would be. We were interested in watching the—when we started one-way busing of elementary kids in—I am not sure of the year, '68 or thereabouts—some of us were wondering—and this was occurring at a time when there was a lot of pressure on the west side, a lot of homes being ripped out, black families were being forced to move; okay? There was a lot of question in our minds, and I felt, and it turned out I was wrong, I felt when you had [82] one-way bussing and black families then become involved in the PTA and so forth over in this white neighborhood, and those white people in this white neighborhood become acquainted through PTA and so forth with black families, and everybody says, "Well, this really isn't such a bad thing at all," that as black families were pushed out of the west side, they would be encouraged to settle in the white areas. Okay? That didn't happen. It happened some, but not to early the extent that I thought it would, and I am not sure why. I suspect in part maybe it was easier to do, but the black families merely moved to the adjacent area rather than into a new area to desegregate.

The Court: All right. Any more questions?

Mr. Davis: Thank you, Mr. Rosa, we have no further questions.

Redirect Examination of Clarence H. Rosa

By Mr. Newman:

Q. Again, not because I am seeking publicity, but the fact is that your Board that was subjected to the recall actually hired me to represent your Board in that litigation? A. That's correct, and you did a good job for us.

Q. And you instructed me to do everything I could to prevent the enjoining of the recall election because [83] you felt the people were entitled to cast a vote on this issue? A. That's correct.

EXCERPTS FROM TESTIMONY OF

[387] DENNIS SEMRAU,
called as a witness by the Defendants, being first duly sworn,
testified as follows:

Direct Examination

By Mr. Newman:

Q. State your name, please? A. Dennis Semrau.

* * * * *

Q. Are you employed? A. Yes, I am.

Q. What is your employment? A. I am a principal at Lewton Elementary School.

Q. Would you state what your educational background is, starting with high school? A. Starting with high school?

Q. Yes, sir. A. I am a graduate of the Lansing School District from Eastern High School in January of 1955. I attended Western Michigan University, graduated in 1959, and I attended Eastern Michigan University, graduated in 1963.

Q. And what degrees do you have? A. I have a B.S. from Western Michigan, and an M.A. from [389] Eastern Michigan.

Q. Now how long have you been associated with Lansing School District as an employee? A. I am going on my fourteenth year.

Q. And will you tell us what the first position was that you held in Lansing School District? A. I was an elementary

teacher at Lincoln Elementary School, and I had combination 4th and 5th grade.

Q. And when was that? A. That was 1962-63.

Q. And when you were at Lincoln Elementary School, who was the principal? A. Olivia Letts.

Q. Now Mrs. Letts was black, was she not? A. Yes.

Q. Were there any other black certificated personnel at Lincoln School when you were there, if you remember? A. I remember at least two.

Q. And were there any whites at the school who were in a teaching capacity? A. There were four.

Q. And who were they, if you remember? A. Let's see. Genevieve Rice was one. Nina Palmer, who has just recently retired from Holmes Street School.

The Court: Perhaps if you could talk [390] a little louder, pull the microphone closer to you.

A. And I cannot remember the redhead's name, but it was a young lady.

Q. And there were four or five white teachers there? A. There were four.

Q. Including you? A. And there are three minority teachers: Eunice Calhoun. Andy Anderson was in Special Education. And there was one other lady I cannot remember her name.

* * * * *

Q. After you were engaged at Lincoln School, were you assigned to any other school or any other position? A. The following year and for the next five years I was an elementary phys-ed teacher.

* * * * *

Q. And after you were physical education teacher, what did you do? A. I was appointed as principal at Michigan Avenue Grade School.

Q. And about what year was it that you were appointed? [391] A. That was in 1968.

Q. And how long did you remain at Michigan Avenue? A. Until last June, which would be a total of seven years.

Q. What was the racial makeup of Michigan Avenue when you arrived there? A. Of the students?

Q. Yes, the students? A. It was well over 80 percent minority.

Q. And do you recall the names of teachers who worked with you at Michigan Avenue School over that seven year period and what their racial background was? A. The first year I was at Michigan Avenue, '68-69, we had a total of three out of fourteen minority teachers.

The following year, '69-70, we had a total of 4 out of 13 minority teachers.

The following year, 1970-71, we had a total of 5 out of 13 minority teachers.

And the last year before the Cluster, we had a total of 5 out of 13.

Q. Now in your experience with the teachers that you have named, will you state to this Court your opinion as to their competence to serve in Michigan Avenue while you were there? A. I can honestly say that we had very fine staff from the beginning when I arrived at Michigan Avenue, and a super [392] staff the year that I left.

Q. And are you aware as to whether or not any of the minority teachers with whom you served in Michigan Avenue School have gone on to higher positions, administrative positions, or advanced since they were there? A. Of the minority

staff that I have had at Michigan Avenue, two of them are presently elementary principals.

Q. And who are they? A. Eunice Calhoun, who is Mrs. DeMeyers now, and David Henderson.

* * * * *

Q. Did you have any complaints from parents of minority students about the fact that there were four or five minority teachers at Michigan Avenue School? A. Very, very few.

Q. Did you have any complaints because of the presence of white—a majority of white teachers there? A. We did not.

Q. Did you have any complaints with regard to a lack of experience on the part of any teacher with whom you served at Michigan Avenue School? A. It was brought up a couple of times, yes.

[393] Q. Now whose lack of experience was brought up? A. Teachers that were assigned to Michigan Avenue School.

Q. The teacher brought it up? A. No, a couple of parents, but the most complaining came when the Cluster began, so that's later on.

Q. I am talking about before the Cluster. A. Right.

Q. What was your experience with the provision of—by the Board of Education of equivalent facility in materials that were needed for instructional purposes while you were at Michigan Avenue School? A. Most normally if I would ask for something, I received it.

Q. Did you have any experience with being denied anything because this was a minority school? A. Supplies and materials, no.

Q. What kind of building was Michigan—or, is Michigan Avenue School as far as structure is concerned? A. The outside structure is very solid. The inside structure is old, and at times it seems to be falling apart.

Q. Were you aware of any plans for Michigan Avenue School? A. Yes, when I was——

Q. That may have had something to do with its physical condition? A. When I was hired, I was told that the school would be opened three more years and would be replaced, more than [394] likely, by a new building.

Q. Three years came and went and the school wasn't replaced? A. That is correct.

Q. Do you know what has finally happened to the school? A. The State of Michigan has purchased Michigan Avenue School.

* * * * *

[395] Q. With regard to the staff that you had at Michigan Avenue, do you have an opinion as to whether that staff was competent and qualified to teach white students? A. I believe they would have, yes, very competent.

Q. And were they competent and qualified to teach the black [396] students? A. Yes, sir.

Q. And did the staff or part of the staff remain with you after the Cluster program was inaugurated? A. Yes, sir.

Q. And will you state, do you have an opinion as to whether that staff was competent and capable of teaching the mixed students? A. Very much so.

* * * * *

Q. Were there any other employees or persons that worked at Michigan Avenue School in addition to you and the certificated personnel? A. We had State and Federal monies allocated to our building, and we did have—we did hire a full-time reading teacher, teachers' assistants, normally called "teachers' aides," but teacher assistants in class, and we liked that.

We had, in the second year I was there, we had elementary phys-ed, art, and music teacher, and these are some of the extras that we had with Title I, Chapter 3 funds.

Q. How many aides were in the building? How many teachers' aides? [397] A. We had 10 in the beginning of the year.

Q. That would be in addition to the 13, 10 teachers? A. That's correct.

Q. Now did you include in the 13 the art teacher and the physical education teacher? A. I did not.

Q. Were those two teachers full-time in the building, or did they travel? A. They were full-time in the building for one year.

Q. And that was because of the availability of Federal funds? A. That's correct.

Q. Was this additional personnel available in other schools in the School District other than Michigan Avenue? A. At that time when it was called Section 3, I believe, Kalamazoo and Michigan were the only ones receiving State of Michigan funds.

Q. What did you find with regard to the achievement rate of your students at Michigan Avenue in the fields of math and reading? A. We—I understand you have gone over some of the test results already, but we found that our lower level, K-1 and 2, were doing well. And once they hit third and fourth, for some reason, I think this was at the time a National trend, they started going down as far as staying [398] at City level and National level.

Q. Was that true as to both reading and math? A. That's correct.

Q. Did you institute any programs to try to turn the situation around to improve the achieved grade? A. We did institute the DISTAR Program and the Beureiter-Engleman Pro-

gram, the program in reading, math, and language, and the first year we did not see the results we wanted, and we were told that the second year is the year of the product, and it did improve the following year. As far as the DISTAR Program was concerned, we had this primarily in K-1 and 2. We instituted the Sullivan Reading Program, BRL, in the upper levels, and again we did not see the results the first years we were there, and we were told that you will see the results the second and the third year. And they, the results were there, but we were already behind, so it didn't show the thrust that it should have shown.

Q. Have you had any experience with Spanish surnamed students? A. We had very few at Michigan Avenue. In fact, in the seventh year we had one family that could not speak English.

* * * * *

[399] Q. Do you have an opinion as to whether or not any condition affected the rate at which children were learning, or at least at which—which affected the average rate reported on the testing scores with regard to the math or reading because of any problems at Michigan Avenue School? A. The main problem that we had at Michigan Avenue School was mobility rate. And by "mobility rate," I mean we could start with 280 students at the beginning of the school year, and by the end of the year, out of the 280, maybe 70 would be there, and we would have the big turn-over of the other 210.

Q. How would that affect the average testing score? A. Well, when you test children you don't separate out the children who have been there one week, two weeks or ten months. You test them all at the same time. And if the child has arrived at your school and hasn't been in school at all for the school year, and then is tested, they average these all together, and it definitely would pull the average down.

* * * * *

Q. Were you acquainted with J. E. Hayes? A. Mr. Hayes, yes, I know Mr. Hayes.

Q. Is he with the Lansing School District at the present time? A. He is.

Q. What is his position? A. He is the area principal at Lyons Avenue School.

Q. What does that mean? A. He is responsible for a certain number of principals within the School District, and I believe it is eight or nine he is directly responsible for.

Q. He is the principal also at Lyons? A. That's correct.

Q. Do you know where he served prior to the time he became [401] area principal? A. I have heard he served at Main-Street School.

Mr. Newman: You may cross-examine.

Cross-Examination of Dennis Semrau

By Mr. Davis:

Q. Excuse me, sir. How do you pronounce your last name? A. "Semrau."

Q. Mr. Semrau, I am intrigued by the description you gave of the persons who taught at Lincoln. I believe you said you were there in 1962-63? A. That is correct.

Q. And can you indicate to the Court what the racial composition of the students was in 1962-63? A. It was just about the percentage Michigan Avenue is at the present.

Q. There were very few whites there, were there not? A. That's correct.

Q. And you are aware, are you not, that when Lincoln Street School closed it closed on an entirely black basis, all the students were black? A. Yes, sir.

Q. So it would be fair to say, at least of the time you are aware of, that Lincoln could be called a black school? A. Yes, sir.

Q. Now, you indicate that the principal was black? [402]
A. That's correct.

Q. And you indicate that there were three other black teachers, is that correct? A. That's right.

Q. Then there were four white teachers? A. Correct.

Q. So the staff, including the Principal and the teachers, was 50 percent black? A. Correct.

Q. And you knew, did you not, that assigning black teachers to the black schools was a conscious decision, it was deliberate? A. I do not have that knowledge, sir.

Q. Well, let me ask you this: Other than the black schools, that being Lincoln, Kalamazoo, and Michigan, do you know of any other school in the District that had 50 percent black teaching personnel? A. At that time?

Q. Yes. A. No, sir.

Q. As a matter of fact, you know for a fact that no other school did have 50 percent black? A. That's correct.

Q. Now, at the time Lincoln received their black principal, were you aware of any other black principals in the [403] District? A. I was not.

Q. That was the only black principal, correct? A. That I was aware of, yes.

Q. And she was at the black school? A. That's correct.

Q. You indicate in that same regard that you then went to Michigan Avenue School? A. After five years as an elementary phys-ed teacher.

Q. And you began in '68? A. That's correct.

Q. And you indicate that the percentage of that school was about 80 percent black? A. Right.

Q. And then you indicate that in the years from '68 through when you left in '72, there for the first year, '68-69, three of fourteen of the teachers were black; by 1975—or, by 1969-1970, four of the thirteen were black; by 1970-71, five of the thirteen were black, is that correct? A. Yes.

Q. And then there were five black teachers out of thirteen in '71-72? A. Five out of thirteen, right.

Q. Now you are aware of the fact, are you not, that there was no other school within the Lansing School District [404] that had, whatever percentage, 5/13ths, aren't you? A. Yes, sir.

Q. Again I ask you, in your experience, don't you know that this decision to have black teachers in black schools was a conscious decision? A. I do not know that, and I was told that I had too many, so I would receive no more.

Q. You were told you had too many black teachers? A. That's correct, percentage wise.

Q. Who told you this? A. It came from the personnel office.

Q. When? A. It would have been 19—the end of '72.

Q. Pardon? A. At the end of '72.

Q. The end of '72? A. That is correct.

Q. Dr. Candoli would have been superintendent at that time, correct? A. I believe so.

Q. You indicate that one of the problems of complaints the parents had was lack of experience of teachers, is that correct? A. That's correct, once the Cluster began.

Q. And do you recall when this complaint was made? [405]
A. Well, day one when the Cluster began.

Q. And who made the complaint? A. Parents from the south end of town.

The Court: Parents from the what?

The Witness: The parents of the students who were bussed into Michigan Avenue School.

Q. White parents? A. That's correct.

Q. They came into Michigan Avenue and looked around and said or complained to you that teachers don't have enough experience at this school? A. They zeroed in on two teachers, two new sixth grade teachers. Super sixth grade teachers, too.

The Court: You mean they were super teachers?

The Witness: They were, yes, sir.

By Mr. Davis:

Q. Prior to engaging in the Cluster or prior to bringing the white students in, there was no discussions or controversy about the experience of the teachers? A. I cannot remember any, no.

Q. You are aware, are you not, that generally speaking and in comparison to the District as a whole the teachers at Michigan School tended to be less experienced? I am not getting to competence at all, but just in terms of [406] experience? A. As a general statement, that would be correct.

Q. Another statement that you made, I believe you described the interior portions of Michigan Avenue School as falling apart. Can you indicate what you meant by that? A. Well, prior to 1972 there needed to be a massive correction of walls. Around the radiators were cracking and peeling and falling apart that needed to be corrected.

Q. Does anything else go into your description of falling apart? A. Faded colors, sad colors, institutional blues and greens and grays.

Q. Was there any problem at all with heating at Michigan Avenue School? A. It was hot during the wintertime, if that's a problem, yes, they had a problem.

The Court: You mean overly heated?

The Witness: Yes, sir.

Q. Do you say that any of these problems, heat, et cetera, may have contributed somewhat to inattention of the students or may have bothered the students at all? A. That is very possible.

Q. It could have affected their performance somewhat? A. Yes.

Q. Were any of these conditions brought to the attention [407] of the Board of Education? A. Yes, sir, they were.

Q. Was the School ever renovated or anything of that nature? A. 1972, it was.

Q. In 1972? A. Right. And I believe three years before I arrived there, they put new lighting into the building.

Q. That was prior to your arrival, did you say? A. Prior to my arrival.

Q. I think you have already covered this, but just to make sure, you were aware, were you not, that the achievement level of students at Michigan Avenue School was not up to par with the School District average? A. I am aware, yes.

Mr. Davis: Thank you, sir.

Redirect Examination of Dennis Semrau

By Mr. Newman:

Q. Mr. Semrau, I have a couple of other questions. Do you know whether Mrs. Letts is still associated with Lansing School District? A. Yes, she is.

Q. And what is her capacity? A. She is the principal at Horsebrook School, and also an area principal.

Q. She has a position similar to that of Mr. Hayes? [408]
A. That is correct.

Q. Do you know if she served in any other elementary schools as principal before she arrived at Horsebrook? A. I believe she was at Post Oak.

* * * * *

EXCERPTS FROM TESTIMONY OF WILLIAM WEBB

[697] The Court: Let us proceed then with the demonstration to the Court with reference to the map of the operation of the Cluster Plan, and I will see if I need any additional information, I will evaluate it when you conclude.

(Mr. William L. Webb proceeded to the map and testified as follows:)

Mr. Webb: We have in operation at the present time, your Honor, three Clusters. It might be easier if we took this top acetate sheet off.

The Court: Is the Superintendent leaving?

Mr. Newman: No, sir, I think he is going to tell somebody to start to work on that information, your Honor.

Mr. Webb: Right. Okay. Cluster I is composed of four individual buildings. Now the Clusters are defined as a school, so that the four units within the Cluster compose, in effect, one building. And in this we have, in Cluster I, Lewton, Elmhurst, [698] Barnes, and Main compose Cluster I.

Now in Lewton School we have—in all of the units within the Cluster, youngsters in grades kindergarten, first, and second remain in the so-called “home unit.” Then that home unit has in addition either grades three and four or grades five and six.

Lewton School has grades three and four. Now the youngsters that come from Main, the 3rd and 4th grade from Main come into Lewton, plus the 3rd and 4th grade from Lewton remain at Lewton. Okay.

Elmhurst has grades five and six. The 5th and 6th grade from Lewton goes to Elmhurst. A part of the 5th and 6th grade from Main comes to Elmhurst.

Barnes has grades three and four. The 3rd and 4th grades from Elmhurst, part come to Barnes and part come—well, no. The 3rd and 4th grades from Elmhurst go to Barnes. The 5th and 6th grade from Barnes go to Main, where they have a 5th and 6th grade.

So, as you can see, it is a sharing within the unit of the Cluster.

Cluster II is composed of Michigan Avenue School, which sets here, and Everett Elementary School, Maple Hill School, and Cavanaugh School. So we have Cavanaugh, Everett, Maple Hill, and Michigan Avenue.

In this particular Cluster, Cavanaugh has [699] grades three and four, and they receive grades three and four from Michigan Avenue.

Maple Hill has grades three and four. They receive grades three and four from Everett, plus they are part of the one-way bussing. Youngsters from the Kalamazoo area also come into Maple Hill.

Everett has grades five and six, and they receive a part of the 5th and 6th grade from Michigan, plus they receive the 5th and 6th grade from Maple Hill.

Michigan Avenue has grades five and six, and they receive the 5th and 6th graders from the Cavanaugh unit.

Cluster III is in the north end of town and is composed of Oak Park School, Cedar, Grand River, High, and Post Oak.

Once again the composition of each unit within the Cluster is the same. Cedar Street has grades three and four, Oak Park has grades three and four—excuse me. Oak Park has grades five and six. The 5th and 6th graders from Cedar go to Oak Park, plus Oak Park gets in 5th and 6th graders from Post Oak. Some 3rd and 4th graders from Post Oak come to Cedar. Grand River School has grades five and six and receives some 5th and 6th graders from Post Oak and from High. High has grades three and four, receives 3rd and 4th graders from Post Oak, sends 5th and 6th graders to Post Oak, which has [700] five and six.

This is essentially the three Clusters that now exist and how they are organized.

* * * * *

BOUNDARY CHANGE RESOLUTION OF MARCH 28, 1957, AFFECTING MAIN STREET SCHOOL

All Board members being present, the meeting was reconvened.

It was moved by Mr. Rosa and seconded by Mr. Ebersole that the following resolution concerning the Main Street School area be adopted:

WHEREAS, the number of Negro children attending the Main Street Elementary School has been increasing materially in recent years until at the opening of school in September of 1956 the school was slightly overcrowded and the enrollment consisted of 62% Negroes, which overcrowding was soon eliminated and the percentage of Negroes reduced to 55% by adjustments to school boundaries; and

WHEREAS, the Board of Education considered that the trend of an increasing ratio of Negro to white enrollment at the Main Street School could develop into complete segregation, a situation not conducive to satisfactory race relations; and

WHEREAS, after the Board had unsuccessfully sought a means of reversing the trend toward a segregated Main Street School, it appointed a committee, in response to a request by parents from the area, to analyze the conditions and recommend corrective measures; and

WHEREAS, the committee recommended that the Board of Education (1) adjust further the school boundaries to reduce the Negro to white ratio, (2) improve the educational facilities at the school, and (3) promote an integrated residential community by cooperating with a committee to be appointed by the Mayor for this purpose, with further recommendations from a minority of the committee that the Board (4) permit parents to transfer any child in the Main Street School to another Lansing school and (5) immediately construct an elementary school in the Heatherwood area; and

WHEREAS, after thorough study of the recommendations, the Board of Education has concluded that: the first recommendations cannot accomplish any material results unless some children travel unreasonably long distances, in some cases completely across a school district and into the district of a distant school, the fourth would result in Main Street School soon having an all-Negro enrollment and the fifth would vacate satisfactory facilities and force postponement of new construction elsewhere in Lansing that is required to relieve badly overcrowded schools; and

WHEREAS, all efforts have failed to produce a plan to insure racial integration at Main Street School since the cause is an increasing concentration of Negro families in the area and that the primary responsibility of the Board of Education is to pro-

vide adequate educational facilities and instruction for pupils living within the service areas of its schools; now therefore be it

RESOLVED, that we continue at Main Street School the presently inaugurated program of providing equally good educational opportunities for all children by maintaining (1) minimum class loads, (2) special classes for slow learners in reading and arithmetic, (3) special classes for gifted children and (4) a special room for emotionally disturbed children; and be it

RESOLVED, that the boundaries of the Main Street School remain essentially as they are except for such modifications as may develop from the city-wide study that the Superintendent is conducting of school boundaries and such additional modifications as may be necessary relieve any overcrowding that may develop in the future, which modifications will be made to promote integration wherever possible; and be it

FURTHER RESOLVED, the Board of Education seek recognition by the city that this is not an educational problem but one which is the responsibility of the entire community and that a city-sponsored study be made for a solution in accordance with the third recommendation of the committed noted above.

Carried, no dissenting votes.

/s/ Nellie K. Nussdorfer
Secretary, Board of Education

Wilma Brown, Clerk

**BOUNDARY CHANGE RESOLUTION OF JULY 8,
1957, AFFECTING MICHIGAN, VERLINDEN
AND KALAMAZOO SCHOOL AREAS**

Boundary changes in the Michigan, Verlinden and Kalamazoo School areas:

- (1) The Michigan Avenue School area shall include the area from Logan Street west to Jenison Avenue between Kalamazoo Street and Washtenaw Street. A corresponding change shall be made in the Kalamazoo Street School area.
- (2) The area between the city limits on the west and Jenison Avenue on the east, and between Michigan Avenue on the south and Ottawa Street and Ottawa Street extended to the city limits on the north shall be removed from the Michigan Avenue School area and added to the Verlinden School area.

Carried, no dissenting votes. July 8, 1957.

ELEMENTARY SCHOOL ENROLLMENTS HISTORY

School	1920- 21	1921- 22	1922- 23	1923- 24	1924- 25	1925- 26	1926- 27	1927- 28	1928- 29	1929- 30
Allen	526	510	598	642	578	640	750	762	763	828
Attwood										
Averill										
Barnes	174	229	300	388	435	472	477	523	466	453
Bingham	440	419	452	433	423	422	390	403	401	381
Cavanaugh										
Cedar	657	519	591	675	507	519	472	514	542	512
Cherry	222	235	243	253	182	176	175	166	180	200
Christiancy	482	408	488	528	550	482	451	476	457	471
Cumberland										
East Park	452	331	347	258	360	351	(name changed to Oak Park)			
Elmhurst										
Everett Elementary										
Fairview										
Forest Road										
Forest View										
Foster	504	564	561	553	576	585	542	554	594	579
Franklin	401	416	460	463	361	402	(transferred to Grand River)			
Franks										
Genesee	548	414	434	498	496	514	523	538	505	523

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School	1920- 21	1921- 22	1922- 23	1923- 24	1924- 25	1925- 26	1926- 27	1927- 28	1928- 29	1929- 30
Gier Park						(new)	412	394	383	384
Grand River										
Gunnisonville										
High				(new)	254	282	287	278	335	336
Holmes			(new)	280	464	455	450	441	457	524
Horsebrook										
Kalamazoo	505	441	475	417	612	650	640	628	671	625
Kendon										
Larch	346	279	281	291	298	290	246	266	272	307
Lewton										
Lincoln										
Logan	382	366	340	393	314	338	313	329	324	173
Lyons										
Main									(new)	269
Maple Grove										
Maple Hill										
Maplewood	228	266	300	371	402	330	367	389	401	433
Michigan	493	412	437	425	439	452	468	452	516	454
Moores Park	464	360	378	378	375	375	374	362	357	314
Mt. Hope										
North										

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School	1920-	1921-	1922-	1923-	1924-	1925-	1926-	1927-	1928-	1929.
Northwestern	21	22	23	24	25	26	27	28	29	30
Oak Park							(formerly East Park) 367	375	406	449
Pleasant Grove										
Pleasant View										
Post Oak										
Reo										
Sheridan Road										
Thomas								(annexed)	269	305
Valley Farms										
Verlinden										
Wainwright										
Walnut	455		373	412	397	481	466	501	441	486
Warner	251	264	339	406	465	424	(name changed to Willow)			
Walter French					(new)	236	223	240	230	217
Wexford										
Willow							449	459	490	536
Woodcreek										
Open Air	51	74	100	90	85	95	81	91	89	88
Special	39	49	42	49	34					
West Junior	(new) 158	47								
Total Elementary	7,778	6,975	7,539	8,303	8,607	8,971	8,923	9,141	9,549	9,847

School	1930-	1931-	1932-	1933-	1934-	1935-	1936-	1937-	1938-	1939-
Allen	31	32	33	34	35	36	37	38	39	40
Attwood	744	717	666	750	759	745	760	728	715	678
Averill										
Barnes	462	476	435	447	494	439	466	424	370	373
Bingham	364	344	305	294	292	274	258	252	275	238
Cavanaugh										
Cedar	437	420	427	424	395	411	374	416	356	307
Cherry	163	155	119	(closed)						
Christiancy	438	461	421	455	442	443	414	401	416	397
Cumberland										
East Park										
Elmhurst										
Everett Elementary										
Fairview										
Forest Road										
Forest View										
Foster	649	619	668	682	702	730	686	645	630	635
Franklin										
Franks										
Genesee	331	320	316	316	337	348	336	320	266	272

School	1930-	1931-	1932-	1933-	1934-	1935-	1936-	1937-	1938-	1939.
Gier Park	31	32	33	34	35	36	37	38	39	40
Grand River	304	316	307	332	343	370	338	313	318	311
Gunnisonville										
High	390	441	465	501	523	531	526	448	391	393
Holmes	519	500	527	557	539	533	526	505	490	448
Horsebrook										
Kalamazoo	570	587	631	746	757	741	770	609	532	527
Kendon										
Larch	237	221	247	252	267	275	246	233	206	212
Lewton										
Lincoln							(new)	233	208	213
Logan	158	148		(name changed to Lincoln)						
Lyons										
Main	273	275	300	316	298	337	314	227	238	248
Maple Grove										
Maple Hill										
Maplewood	430	426	419	401	442	462	424	460	400	381
Michigan	370	361	381	369	361	342	290	260	272	263
Moore's Park	303	271	276	306	336	339	314	284	278	295
Mt. Hope										
North										

School	1930-	1931-	1932-	1933-	1934-	1935-	1936-	1937-	1938-	1939.
Northwestern	31	32	33	34	35	36	37	38	39	40
Oak Park	443	458	429	378	435	430	437	404	433	404
Pleasant Grove										
Pleasant View										
Post Oak										
Reo										
Sheridan Road										
Thomas	281	276	299	325	337	345	320	386	420	415
Valley Farms										
Verlinden	(new) 253	269	283	295	319	331	317	297	292	278
Wainwright										
Walnut	415	448	455	506	473	482	476	437	526	553
Warner										
Walter French	212	201	219	231	233	227	238	227	228	218
Wexford										
Willow	428	425	456	443	510	522	468	466	429	404
Woodcreek										
Open Air	45	47	48							
Special										
West Junior										
Total Elementary	9,219	9,212	9,119	9,326	9,594	9,657	9,298	8,975	8,689	8,463

(located at Genesee—moved to Walnut 1938
[Sp. Health Students])

School	1940-	1941-	1942-	1943-	1944-	1945-	1946-	1947-	1948-	1949-
Allen	41	42	43	44	45	46	47	48	49	50
Attwood	698	655	689	680	656	629	598	572	608	559
Averill										
Barnes	392	372	441	452	470	472	470	502	548	470
Bingham	222	218	186	188	209	186	189	213	226	249
Cavanaugh										
Cedar	258	284	304	283	237	230	226	224	232	202
Cherry										
Christiancy	368	382	354	331	329	303	321	305	302	301
Cumberland										
East Park										
Elmhurst										
Everett Elementary										
Fairview										
Forest Road										
Forest View										
Foster	566	523	552	549	556	539	518	553	583	568
Franklin										
Franks										
Genesee	259	249	269	254	238	264	283	302	340	325

[illegible]

School	1940-	1941-	1942-	1943-	1944-	1945-	1946-	1947-	1948-	1949-
Northwestern	41	42	43	44	45	46	47	48	49	50
Oak Park	429	421	404	391	369	330	327	361	312	320
Pleasant Grove										
Pleasant View										
Post Oak										
Reo										
Sheridan Road										
Thomas	421	371	381	376	390	374	338	359	368	382
Valley Farms										
Verlinden	277	258	260	268	261	263	268	309	274	279
Wainwright										
Walnut	563	522	516	522	510	563	481	544	507	508
Warner										
Walter French	225	218	217	224	224	251	283	300	346	197
Wexford										
Willow	423	403	410	399	401	408	403	381	374	361
Woodcreek										
Jr. Vocational										
Open Air										12
Special										
West Junior										
Total Elementary	8,221	8,012	8,131	8,073	7,882	7,784	7,631	7,808	7,970	7,721

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School	1950-	1951-	1952-	1953-	1954-	1955-	1956-	1957-	1958-	1959-
Allen	51	52	53	54	55	56	57	58	59	60
Attwood	606	601	628	664	613	631	611	612	599	573
Averill										
Barnes	606	379	405	414	394	384	476	429	444	403
Bingham	265	247	280	326	315	307	382	375	388	411
Cavanaugh								(new)	435	466
Cedar	216	217	246	227	264	259	266	248	247	244
Cherry										
Christianity	312	298	326	352	352	360	360	213	231	212
Cumberland									(new)	150
Community										
East Park										
Elmhurst	(new)	294	386	492	593	633	640	639	565	579
Everett Elementary										
(annexed)	1,082	1,111	875	890	801	797	812	923	622	613
Fairview				(new)	318	363	407	440	452	510
Forest Road										
Forest View										
Foster	596	635	676	689	606	631	599	581	562	593
Franklin										
Franks										
Genesee	314	332	338	320	277	312	300	308	310	322

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School	1950-	1951-	1952-	1953-	1954-	1955-	1956-	1957-	1958-	1959.
Gier Park	51	52	53	54	55	56	57	58	59	60
Grand River	220	239	(new) 253	367	405	401	411	396	432	404
Gunnisonville				274	264	259	254	266	224	271
High	312	345	351	371	360	376	406	411	411	414
Holmes	440	437	465	503	504	469	457	484	492	492
Horsebrook							(annexed)		171	156
Hurd										
Kalamazoo	455	453	492	500	529	531	551	557	558	559
Kendon								(new)	214	294
Larch										
Lewton							(new)	115	195	410
Lincoln	164	191	179	177	179	166	180	188	180	158
Logan										
Lyons		(new)	175	231	262	304	317	297	295	316
Main	252	261	299	345	367	386	368	362	360	381
Maple Grove										
Maple Hill	189	(new)	195	256	323	361	365	364	284	315
Maplewood	372	427	409	421	387	343	373	411	412	418
Michigan	212	232	263	271	268	271	238	296	306	333
Moore's Park	294	237	260	288	276	274	263	334	366	373
Mt. Hope	362	362	415	433	430	412	428	476	471	434
North										

School	1950-	1951-	1952-	1953-	1954-	1955-	1956-	1957-	1958-	1959.
Northwestern										
Oak Park	362	404	415	449	350	327	315	351	344	398
Pleasant Grove								(annexed)		344
Pleasant View								(annexed)		616
Post Oak								(annexed)		382
Reo										
Sheridan Road										
Thomas	396	355	357	(closed—opened Gier Park)						
Valley Farms										
Verlinden	275	298	284	289	284	298	307	319	305	342
Wainwright										
Walnut	493	490	459	459	460	487	525	480	478	493
Warner										
Walter French										
Wexford										
Willow	356	396	507	521	549	559	546	589	609	580
Woodcreek										
Jr. Vocational	11	13	10							
Open Air										
Special										
West Junior										
Total Elementary	8,973	9,254	9,948	10,529	10,730	10,901	11,157	11,464	11,972	13,959

School	1960-	1961-	1962-	1963-	1964-	1965-	1966-	1967-	1968-	1969-
Allen	61 575	62 568	63 564	64 501	65 509 (new)	66 512	67 575	68 557	69 514	70 437
Attwood										
Averill				(new)	361	412	423	445	429	499
Barnes	403	399	425	396	409	420	385	376	417	414
Bingham	392	410	395	360	384	394	362	364	373	393
Cavanaugh	485	538	564	590	494	465	490	482	451	405
Cedar	247	198	206	242	243	216	226	154	137	132
Cherry										
Christianity	223	243	242	265	233	247	237	236		
Cumberland	164	237	271	289	295	315	329	356	375	366
Community	(annexed)	119		101	89	53	(closed)			
East Park										
Elmhurst	563	607	568	610	539	491	501	508	494	507
Everett Elementary	594	618	582	579	588	572	520	514	505	498
Fairview	534	498	516	512	509	450	465	460	417	441
Forest Road		(annexed)		165	130	166	170	159	159	156
Forest View		(annexed)		248	235	246	235	243	239	220
Foster	543	556	549	465	485	535	499	484	470	460
Franklin										
Franks					(new)	213	212	220	202	209
Genesee	335	324	321	334	334	331	308	307	305	315

School	1960-	1961-	1962-	1963-	1964-	1965-	1966-	1967-	1968-	1969-
Gier Park	61 408	62 411	63 425	64 406	65 402	66 393	67 374	68 362	69 348	70 454
Grand River	308	503	519	488	503	474	485	504	490	488
Gunnisonville					(annexed)	269	351	330	357	377
High	395	407	378	382	378	371	387	355	344	348
Holmes	492	479	485	462	524	469	486	408	410	505
Horsebrook	182	198	190	186	192	198	226	236	228	240
Hurd					(annexed)	144	129	105	127	108
Kalamazoo	552	551	559	578	605	556	414	414	204	200
Kendon	301	335	419	425	395	397	367	390	364	349
Larch										
Lewton	312	346	369	448	419	439	412	419	405	388
Lincoln	171	167	184	179	135	13	79	42	30	56
Logan										
Lyons	305	323	324	294	300	290	275	265	279	289
Main	395	403	434	442	399	371	312	312	285	305
Maple Grove					(annexed)	401	366	391	425	420
Maple Hill	314	320	303	312	281	249	264	264	278	297
Maplewood	396	376	409	396	422	402	397	412	427	393
Michigan	331	328	351	368	355	390	363	356	344	328
Moore's Park	374	355	399	420	424	382	370	397	416	439
Mt. Hope	435	431	451	443	433	469	429	446	454	444
North	(annexed)	854	878	849	847	565	514	516	511	501

School	1960-	1961-	1962-	1963-	1964-	1965-	1966-	1967-	1968-	1969-
	61	62	63	64	65	66	67	68	69	70
Northwestern	422	329	314	315	310	329	360	334	309	281
Oak Park	310	264	289	300	268	249	267	239	247	226
Pleasant Grove	537	572	614	629	503	528	544	546	527	545
Pleasant View	340	334	362	526	493	491	466	442	660	673
Post Oak				(new)	(new)	319	390	457	510	538
Reo					403	433	408	419	366	414
Sheridan Road				(new)	(annexed)	478	472	490	523	552
Thomas										
Valley Farms				(annexed)	(annexed)	346	344	332	355	318
Verlinden	373	350	330	358	355	339	347	329	360	330
Wainwright	(new) 380	551	750	796	782	855	891	880	834	783
Walnut	433	450	465	425	460	449	456	487	449	451
Warner										
Walter French										
Wexford									251	287
Willow	602	565	562	583	580	581	574	566	607	597
Woodcreek									246	251
Jr. Vocational										
Open Air										
Special										
West Junior										
Total Elementary	14,126	15,398	16,085	16,667	17,005	19,106	18,970	18,882	18,965	19,149

School	1970-	1971-	1972-	1973-	1974-	1975-	1976-	1977-	1978-	1979-
	71	72	73	74	75	76	77	78	79	80
Allen	469	441	424	420	384	317				
Attwood	604	660	715	624	587	544				
Averill	537	529	502	458	471	456				
Barnes	344	318	289	271	282	281				
Bingham	324	340	331	306	315	290				
Cavanaugh	432	363	387	383	375	328				
Cedar	131	125	133	159	130	125				
Cherry										
Christianity										
Cumberland	418	444	388	375	374	334				
Community										
East Park										
Elmhurst	574	571	556	489	456	508				
Everett Elementary	462	448	389	380	348	364				
Fairview	383	412	387	383	342	317				
Forest Road	146	138	156	164	166	194				
Forest View	208	212	218	237	214	229				
Foster	438	420	400	362	362	353				
Franklin										
Franks	341	369	367	391	344	328				
Genesee	315	350	330	293	317	324				

School	1970- 71	1971- 72	1972- 73	1973- 74	1974- 75	1975- 76	1976- 77	1977- 78	1978- 79	1979- 80
Gier Park	556	546	492	479	454	478				
Grand River	477	482	417	406	393	415				
Gunnisonville	361	311	295	267	254	267				
High	384	357	372	373	349	312				
Holmes	458	419	389	382	358	353				
Horsebrook	209	202	180	164	158	163				
Hurd	(closed)									
Kalamazoo	(closed)									
Kendon	372	381	367	343	357	342				
Larch										
Lewton	468	430	375	330	311	307				
Lincoln	39	91	70	36	50					
Logan										
Lyons	345	336	327	288	303	294				
Main	318	302	283	232	239	244				
Maple Grove	489	528	560	447	483	511				
Maple Hill	271	232	198	181	189	170				
Maplewood	383	361	357	331	347	343				
Michigan	289	322	251	229	209	198				
Moore's Park	300	291	324	289	265	263				
Mt. Hope	458	429	423	400	401	397				
North	493	518	542	552	540	588				

School	1970- 71	1971- 72	1972- 73	1973- 74	1974- 75	1975- 76	1976- 77	1977- 78	1978- 79	1979- 80
Northwestern	357	341	355	323	310	346				
Oak Park	207	189	205	204	181	209				
Pleasant Grove	565	522	477	432	414	409				
Pleasant View	657	653	586	592	587	602				
Post Oak	493	477	462	412	407	385				
Reo	358	379	354	453	444	453				
Sheridan Road	508	531	497	479	492	475				
Thomas										
Valley Farms	317	283	277	252	239	217				
Verlinden	357	366	376	332	328	311				
Wainwright	704	693	678	622	605	577				
Walnut	447	443	424	430	415	422				
Warner										
Walter French										
Wexford	343	384	312	430	433	423				
Willow	542	538	538	517	456	486				
Woodcreek	289	331	410	454	511	545				
Junior Vocational										
Open Air										
Special										
West Junior										
Total Elementary	19,040	18,808	18,145	17,256	16,949	16,797				

ETHNIC COUNT REPORT

Five Year Period

Nov. 1967-Dec. 1971

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Allen	11/22/67	327	108	98	1	0	534	61	20	18	0	0				
	11/22/68	294	99	124	1	13	531	55	19	23	0	2				
	11/21/69	251	100	82	1	1	435	58	23	19	0	0				
	12/ 4/70	256	125	84	1	2	468	55	27	18	0	0				
	12/10/71	226	126	95	1	8	456	50	28	21	0	2				
Attwood	11/22/67	429	6	14	0	1	450	95	1	3	0	0				
	11/22/68	415	13	15	0	2	445	93	3	3	0	0				
	11/21/69	454	17	16	0	8	495	92	3	3	0	2				
	12/ 4/70	525	66	20	0	0	611	86	11	3	0	0	0	56	0	0
	12/10/71	538	79	43	0	3	663	81	12	6	0	0	0	40	0	0
Averill	11/22/67	544	27	5	0	0	576	94	5	1	0	0				
	11/22/68	462	35	10	0	0	507	91	7	2	0	0				
	11/21/69	464	43	13	0	1	521	89	8	2	0	0				
	12/ 4/70	477	43	13	0	0	533	89	8	2	0	0				
	12/10/71	441	56	26	0	1	524	84	11	5	0	0				

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School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Barnes	11/22/67	355	21	3	0	1	380	93	5	1	0	0				
	11/22/68	397	19	3	0	0	419	95	5	1	0	0	50	1	0	0
	11/21/69	399	16	8	0	0	423	94	4	2	0	0	46	1	4	0
	12/ 4/70	305	17	3	0	1	326	94	5	1	0	0				
	12/10/71	292	21	6	0	3	322	91	7	2	0	1				
Bingham	11/22/67	336	7	11	5	3	362	93	2	3	1	1				
	11/22/68	327	13	23	2	6	371	88	4	6	1	2				
	11/21/69	316	18	46	5	4	389	81	5	12	1	1				
	12/ 4/70	264	21	30	7	3	325	81	6	9	2	1				
	12/10/71	271	13	48	7	3	342	79	4	14	2	1				
Cavanaugh	11/22/67	477	0	0	1	3	481	99	0	0	0	1	47	0	0	0
	11/22/68	449	3	2	0	0	454	99	1	0	0	0				
	11/21/69	394	9	7	0	1	411	96	2	2	0	0				
	12/ 4/70	415	13	5	0	0	433	96	3	1	0	0				
	12/10/71	339	9	9	0	0	357	95	3	3	0	0				
Cedar	11/22/67	91	13	51	0	0	155	59	8	33	0	0				
	11/22/68	73	17	46	0	0	136	54	13	34	0	0				
	11/21/69	74	16	44	0	0	134	55	12	33	0	0				
	12/ 4/70	61	6	57	0	0	124	49	5	46	0	0				
	12/12/71	54	5	58	1	0	118	46	4	49	1	0				

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School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Christianity	11/22/67	195	19	18	1	9	242	81	8	7	0	4				
	11/22/68	Regular school closed. Converted to Lincoln Center—Special Education														
Community	11/22/67	47	12	4	0	0	63	75	19	6	0	0				
	11/22/68	School closed.														
Cumberland	11/22/67	340	7	3	0	2	352	97	2	1	0	0				
	11/22/68	367	5	0	0	0	372	99	1	0	0	0				
	11/21/69	357	8	0	0	0	365	98	2	0	0	0				
	12/ 4/70	391	32	11	0	0	434	90	7	3	0	0				
	12/10/71	355	50	18	0	0	423	84	12	4	0	0				
Elmhurst	11/22/67	491	18	0	0	0	509	96	4	0	0	0	25	16	0	0
	11/22/68	456	38	0	0	2	496	92	8	0	0	0	16	36	0	0
	11/21/69	453	40	2	0	4	499	91	8	0	0	1	6	33	2	0
	12/ 4/70	523	24	18	0	3	568	92	4	3	0	1	3	17	0	0
	12/10/71	528	30	14	2	0	574	92	5	2	0	0	4	16	0	0
Everett Elem.	11/22/67	498	0	12	0	0	510	98	0	2	0	0				
	11/22/68	493	0	10	0	0	503	98	0	2	0	0				
	11/21/69	491	0	10	0	1	502	98	0	2	0	0				
	12/ 4/70	441	6	4	0	5	456	97	1	1	0	1				
	12/10/71	424	14	3	0	6	447	95	3	1	0	1				

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Fairview	11/22/67	392	57	0	0	3	452	87	13	0	0	1	2	57	0	0
	11/22/68	352	66	0	0	0	418	84	16	0	0	0	0	64	0	0
	11/21/69	354	72	5	0	3	434	82	17	1	0	1	0	72	5	0
	12/ 4/70	320	52	8	0	5	385	83	14	2	0	1	0	52	0	0
	12/10/71	335	61	8	0	7	411	82	15	2	0	2	0	57	1	0
Forest Road	11/22/67	112	40	6	0	0	158	71	25	4	0	0	0	38	0	0
	11/22/68	127	26	6	0	0	159	80	16	4	0	0	0	26	6	0
	11/21/69	137	31	6	0	1	175	78	18	3	0	1	0	25	0	0
	12/ 4/70	111	20	12	0	0	143	78	14	8	0	0	0	16	0	0
	12/10/71	111	21	10	0	0	142	78	15	7	0	0	0	14	0	1
Forest View	11/22/67	194	43	3	0	0	240	81	18	1	0	0	0	42	0	
	11/22/68	182	43	4	0	0	229	79	19	2	0	0	0	40	4	
	11/21/69	156	32	10	0	2	200	78	16	5	0	1	0	27	0	
	12/ 4/70	172	32	11	0	0	215	80	15	5	0	0	0	24	2	
	12/10/71	171	44	14	0	0	229	75	19	6	0	0	0	27	0	
Foster	11/22/67	440	10	28	3	0	481	91	2	6	1	0	51	4	0	
	11/22/68	400	48	21	9	0	478	84	10	4	2	0	0	39	0	
	11/21/69	358	62	26	4	5	455	79	14	6	1	1	0	48	0	
	12/ 4/70	345	57	21	6	6	434	79	13	5	1	1	0	42	0	
	12/10/71	316	67	29	9	9	430	73	16	7	2	2	0	36	0	

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N S I O				C	N S I O				C	N S O			
			N	S	I	O		N	S	I	O		N	S	O	
Genesee	11/22/67	266	19	19	4	7	315	84	6	6	1	2				
	11/22/68	244	18	28	6	8	304	80	6	9	2	3				
	11/21/69	238	36	40	3	5	322	74	11	12	1	2				
	12/ 4/70	212	33	52	6	1	304	70	11	17	2	0				
	12/10/71	211	73	53	1	4	342	62	21	15	0	1				
Gier Park	11/22/67	323	7	26	0	0	356	91	2	7	0	0				
	11/22/68	312	9	28	0	0	349	89	3	8	0	0				
	11/21/69	342	38	67	2	0	449	76	8	15	0	0				
	12/ 4/70	462	40	63	2	0	567	81	7	11	0	0				
	12/10/71	434	40	58	2	0	534	81	7	11	0	0				
Grand River	11/22/67	344	64	101	2	2	513	67	12	20	0	0				
	11/22/68	346	52	83	5	2	488	71	11	17	1	0				
	11/21/69	326	59	101	3	3	492	66	12	21	1	1				
	12/ 4/70	302	53	129	2	1	487	62	11	26	0	0				
	12/10/71	292	51	117	8	1	469	62	11	25	2	0				
Gunnisonville	11/22/67	321	7	9	0	0	337	95	2	3	0	0				
	11/22/68	341	3	9	1	2	356	96	1	3	0	0				
	11/21/69	373	3	4	0	2	382	98	1	1	0	1				
	12/ 4/70	347	2	6	0	2	357	97	1	2	0	1				
	12/10/71	309	4	2	0	0	315	98	1	1	0	0				

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N S I O				C	N S I O				C	N S O			
			N	S	I	O		N	S	I	O		N	S	O	
Harley Franks	11/22/67	198	2	16	0	1	217	91	1	7	0	0				
	11/22/68	174	0	33	0	0	207	84	0	16	0	0				
	11/21/69	187	1	23	0	0	211	89	0	11	0	0				
	12/ 4/70	232	83	27	2	0	344	67	24	8	1	0				
	12/10/71	269	82	26	2	1	380	71	22	7	1	0				
High	11/22/67	262	21	82	2	0	367	71	6	22	0	0				
	11/22/68	237	17	82	3	0	339	70	5	24	1	0				
	11/21/69	225	34	90	4	0	353	64	10	25	1	0				
	12/ 4/70	244	32	92	1	0	369	66	9	25	0	0				
	12/10/71	227	30	92	1	0	350	65	9	26	0	0				
Holmes	11/22/67	331	48	9	6	5	399	83	12	2	2	1				
	11/22/68	310	90	29	6	5	440	71	20	7	1	1				
	11/21/69	299	158	42	4	8	511	59	31	8	1	2				
	12/ 4/70	237	159	33	5	12	446	53	36	7	1	3				
	12/10/71	229	135	34	6	5	409	56	33	8	1	1				
Horsebrook	11/22/67	233	0	0	0	0	233	100	0	0	0	0				
	11/22/68	227	0	0	0	1	228	100	0	0	0	0				
	11/21/69	239	1	1	0	1	242	99	0	0	0	0				
	12/ 4/70	198	5	2	0	1	206	96	2	1	0	0				
	12/10/71	196	5	3	0	0	204	96	2	1	0	0				

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Hurd	11/22/67	105	0	0	0	0	105	100	0	0	0	0	0	0	0	0
	11/22/68	127	0	0	0	0	127	100	0	0	0	0	0	0	0	0
	11/21/69	106	0	0	0	0	106	100	0	0	0	0	0	0	0	0
12/ 4/70		School closed.														
Kalamazoo	11/22/67	43	353	27	0	0	423	10	83	6	0	0	0	0	0	0
	11/22/68	20	171	20	0	0	211	9	81	9	0	0	0	0	0	0
	11/21/69	36	158	18	2	2	216	17	73	8	1	1	0	0	0	0
12/ 4/70		School closed.														
Kendon	11/22/67	351	40	5	0	0	396	89	10	1	0	0	20	40	0	0
	11/22/68	322	25	6	0	0	353	91	7	2	0	0	0	20	0	0
	11/21/69	316	26	9	0	0	351	90	7	3	0	0	0	24	0	0
Lewton	12/ 4/70	332	27	10	1	1	371	89	7	3	0	0	0	22	1	0
	12/10/71	338	30	6	0	2	376	90	8	2	0	1	6	29	0	0
	11/22/67	414	2	0	0	1	417	99	0	0	0	0	0	0	0	0
	11/22/68	401	2	1	0	0	404	99	0	0	0	0	0	0	0	0
	11/21/69	384	2	0	0	0	386	99	1	0	0	0	0	0	0	0
	12/ 4/70	398	55	19	0	0	472	84	12	4	0	0	11	39	13	0
12/10/71		399	30	8	2	0	439	91	7	2	0	0	20	20	7	2

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Lincoln— Special Education	11/22/67	39	3	0	0	0	42	93	7	0	0	0	0	0	0	0
	11/22/68	36	10	1	0	0	47	76	21	2	0	0	0	0	0	0
	11/21/69	42	13	0	0	0	55	76	24	0	0	0	0	0	0	0
	12/ 4/70	30	17	2	0	1	50	60	34	4	0	2	0	0	0	0
	12/10/71	62	26	5	0	0	93	67	28	5	0	0	0	0	0	0
Lyons	11/22/67	263	0	0	0	0	263	100	0	0	0	0	0	0	0	0
	11/22/68	272	0	0	0	0	272	100	0	0	0	0	0	0	0	0
	11/21/69	278	1	4	0	1	284	98	0	1	0	0	0	0	0	0
	12/ 4/70	292	35	7	0	0	334	87	10	2	0	0	1	26	0	0
	12/10/71	274	32	9	3	0	318	86	10	3	1	0	1	16	4	0
Main	11/22/67	8	304	0	0	0	312	3	97	0	0	0	0	0	0	0
	11/22/68	7	267	0	0	0	274	3	97	0	0	0	0	0	0	0
	11/21/69	35	251	0	0	8	294	12	85	0	0	3	14	0	0	0
	12/ 4/70	27	285	0	0	10	322	8	89	0	0	3	9	0	0	0
	12/10/71	34	255	2	0	10	301	11	85	1	0	3	13	1	0	0
Maple Grove	11/22/67	368	13	13	0	0	394	93	3	3	0	0	0	0	0	0
	11/22/68	398	12	9	0	0	419	95	3	2	0	0	17	8	3	0
	11/21/69	408	6	11	0	1	426	96	1	3	0	0	0	0	0	0
	12/ 4/70	471	9	12	0	2	494	95	2	2	0	0	0	0	0	0
	12/10/71	468	22	26	0	7	523	89	4	5	0	1	0	0	0	0

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C		S I O			N		S I O			C		N S O		
						Total										
Maple Hill	11/22/67	263	2	1	0	0	266	99	1	0	0	0	0	0	0	0
	11/22/68	237	23	7	0	0	267	89	9	3	0	0	1	22	6	0
	11/21/69	246	37	10	0	2	295	83	13	3	0	1	0	37	7	0
	12/ 4/70	222	33	10	0	0	265	84	12	4	0	0	0	33	5	0
	12/10/71	196	34	4	1	0	235	83	14	2	0	0	0	29	0	0
Maplewood	11/22/67	395	2	18	4	2	421	94	0	4	1	0	0	0	0	0
	11/22/68	382	3	18	5	6	414	92	1	4	1	1	0	0	0	0
	11/21/69	365	5	15	3	9	397	92	1	4	1	2	0	0	0	0
	12/ 4/70	328	9	27	3	12	379	87	2	7	1	3	0	0	0	0
	12/10/71	306	9	37	2	13	367	83	2	10	1	4	0	0	0	0
Michigan	11/22/67	44	277	13	7	0	341	13	81	4	2	0	0	0	0	0
	11/22/68	51	269	13	0	0	333	15	81	4	0	0	0	0	0	0
	11/21/69	31	269	23	0	0	323	10	83	7	0	0	0	0	0	0
	12/ 4/70	27	249	26	0	0	302	9	82	9	0	0	0	0	0	0
	12/10/71	32	260	32	0	0	324	10	80	10	0	0	0	0	0	0
Moore's Park	11/22/67	351	8	28	1	0	388	90	2	7	0	0	0	0	0	0
	11/22/68	334	13	55	11	0	413	81	3	13	3	0	0	0	0	0
	11/21/69	347	16	61	6	0	430	81	4	14	1	0	0	0	0	0
	12/ 4/70	219	22	32	16	3	292	75	8	11	5	1	0	0	0	0
	12/10/71	204	34	49	15	1	303	67	11	16	5	0	0	0	0	0

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C		S I O			N		S I O			C		N S O		
						Total										
Mt. Hope	11/22/67	376	31	20	0	5	432	87	7	5	0	1	30	27	20	0
	11/22/68	418	20	14	0	6	458	91	4	3	0	1	0	14	0	0
	11/21/69	416	3	15	0	3	437	95	1	3	0	1	0	0	0	0
	12/ 4/70	442	9	14	1	1	467	95	2	3	0	0	0	0	0	0
	12/10/71	405	5	12	1	0	423	96	1	3	0	0	0	0	0	0
North	11/22/67	518	2	8	0	1	529	98	0	2	0	0	0	0	0	0
	11/22/68	497	3	9	0	0	509	98	1	2	0	0	0	0	0	0
	11/21/69	502	3	6	0	1	512	98	1	1	0	0	0	0	0	0
	12/ 4/70	486	4	11	0	0	501	97	1	2	0	0	0	0	0	0
	12/10/71	481	12	18	0	0	511	94	2	4	0	0	0	0	0	0
Northwestern	11/22/67	331	0	2	0	3	336	99	0	1	0	1	33	0	0	0
	11/22/68	297	0	5	1	3	306	97	0	2	0	1	26	0	0	0
	11/21/69	280	0	2	0	0	282	99	0	1	0	0	0	0	0	0
	12/ 4/70	332	31	16	0	0	379	88	8	4	0	0	0	0	0	0
	12/10/71	290	20	27	0	0	337	86	6	8	0	0	0	0	0	0
Oak Park	11/22/67	195	8	34	0	1	238	82	3	14	0	0	0	0	0	0
	11/22/68	181	6	57	2	2	248	73	2	24	1	1	34	2	16	2
	11/21/69	153	7	52	1	1	214	71	3	24	0	0	19	1	19	0
	12/ 4/70	127	9	53	2	0	191	66	5	28	1	0	19	4	17	0
	12/10/71	122	14	61	2	0	199	61	7	31	1	0	17	1	16	0

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Pleasant Grove	11/22/67	510	33	14	2	0	559	91	6	3	0	0				
	11/22/68	467	40	10	0	4	521	90	8	2	0	1				
	11/21/69	490	36	15	0	2	543	90	7	3	0	0				
	12/ 4/70	497	55	16	0	0	568	88	10	3	0	0				
	12/10/71	449	54	20	0	0	523	86	10	4	0	0				
Pleasant View	11/22/67	413	31	16	3	0	463	89	7	3	1	0	0	21	3	0
	11/22/68	541	88	36	0	2	667	81	13	5	0	0				
	11/21/69	513	96	47	3	3	662	77	15	7	0	0				
	12/ 4/70	483	108	62	3	4	660	73	16	9	0	1				
	12/10/71	431	118	70	5	2	626	69	19	11	1	0				
Post Oak	11/22/67	438	11	9	0	0	458	96	2	2	0	0				
	11/22/68	492	12	9	0	2	515	96	2	2	0	0				
	11/21/69	507	16	8	0	7	538	94	3	1	0	1				
	12/ 4/70	466	11	4	0	9	490	95	2	1	0	2				
	12/10/71	454	11	6	3	8	482	94	2	1	1	2				
Reo	11/22/67	410	6	10	0	0	426	96	1	2	0	0				
	11/22/68	330	18	14	0	0	362	91	5	4	0	0				
	11/21/69	341	34	35	0	0	410	83	8	9	0	0				
	12/ 4/70	295	39	29	0	0	363	81	11	8	0	0				
	12/10/71	306	37	27	0	0	370	83	10	7	0	0				

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Sheridan Road	11/22/67	466	12	23	0	0	501	93	2	5	0	0	18	0	0	0
	11/22/68	483	12	28	1	1	525	92	2	5	0	0	22	12	7	0
	11/21/69	508	10	18	6	2	544	93	2	3	1	0	8	3	3	0
	12/ 4/70	442	33	26	6	0	507	87	7	5	1	0	3	26	13	0
	12/10/71	444	29	49	4	0	526	84	6	9	1	0	19	18	17	0
Valley Farms	11/22/67	337	1	0	0	0	338	100	0	0	0	0				
	11/22/68	346	2	0	0	0	348	99	1	0	0	0				
	11/21/69	310	0	6	0	0	316	98	0	2	0	0				
	12/ 4/70	302	2	9	0	2	315	96	1	3	0	1				
	12/10/71	273	0	4	0	2	279	98	0	1	0	1				
Verlinden	11/22/67	276	46	7	0	0	329	84	14	2	0	0				
	11/22/68	270	79	11	0	0	360	75	22	3	0	0				
	11/21/69	235	70	15	0	1	321	73	22	5	0	0				
	12/ 4/70	234	54	24	0	1	353	66	27	7	0	0				
	12/10/71	255	88	34	0	1	378	67	23	9	0	0				
Wainwright	11/22/67	810	51	9	2	6	878	92	6	1	0	1				
	11/22/68	695	106	18	0	4	823	84	13	2	0	0	0	40	4	0
	11/21/69	634	113	20	1	13	781	81	14	3	0	2	0	26	4	0
	12/ 4/70	577	95	14	1	15	702	82	14	2	0	2				
	12/10/71	563	104	19	1	18	705	80	15	3	0	3				

School	Date of Report	Students					Enrollment Percentages					Transported Students				
		C	N	S	I	O	Total	C	N	S	I	O	C	N	S	O
Walnut	11/22/67	363	94	30	1	3	491	74	19	6	1	0	0	87	0	0
	11/22/68	325	89	30	2	0	446	73	20	7	0	0	0	73	0	0
	11/21/69	324	92	41	3	1	461	70	20	9	1	0	0	59	0	0
	12/ 4/70	329	68	50	0	1	448	73	15	11	0	0	0	60	0	0
	12/10/71	298	83	62	1	1	445	67	19	14	0	0	3	52	0	0
Wexford	11/22/68	215	36	14	0	0	265	81	14	5	0	0	3	27	0	0
	11/21/69	234	57	10	0	0	301	78	19	3	0	0	0	27	0	0
	12/ 4/70	257	91	15	1	3	367	70	25	4	0	0	0	33	0	0
	12/10/71	261	96	17	0	3	377	69	25	5	0	1	0	20	0	0
	11/22/67	414	132	15	0	2	563	74	23	3	0	0				
Willow	11/22/68	375	174	23	0	2	574	65	30	4	0	0				
	11/21/69	391	176	19	0	0	586	67	30	3	0	0				
	12/ 4/70	331	171	26	0	0	528	63	32	5	0	0				
	12/10/71	324	188	42	2	3	559	58	34	8	0	1				
	11/22/68	187	42	6	0	3	238	79	18	3	0	1	13	28	0	3
Woodcreek	11/21/69	196	49	8	0	1	254	77	19	3	0	0	0	26	0	0
	12/ 4/70	220	52	19	0	2	293	75	18	6	0	1	0	30	0	0
	12/10/71	258	49	21	3	1	332	78	15	6	1	0	0	27	0	0

The "Transported Students" are pupils bused to the school from outside the neighborhood attendance area. These data do not include students in special classes who are transported by taxi.

ETHNIC COUNT REPORT SEPTEMBER 26, 1975

Elementary Schools	Students					Families					Enrollment Percentages #					Transported Students +					
	Caucasian	Black	Span. Surm	Amer. Ind.	Other	Total	Caucasian	Black	Span. Surm	Amer. Ind.	Other	Total	Caucasian	Black	Span. Surm	Amer. Ind.	Other	Caucasian	Black	Span. Surm	Other
Allen Street	177	82	51	00	08	318	170	77	49	00	7	303	56	26	16	00	03				
Attwood	421	79	33	5	7	545	415	75	31	4	7	532	77	14	06	01	01	0	18	0	0
Averill	357	65	34	1	0	457	347	62	32	1	0	442	78	14	07	00	00				
Barnes	221	41	16	1	2	281	220	41	16	1	2	280	79	15	06	00	01	23	15	6	0
Bingham	194	29	44	13	6	286	188	27	44	13	6	278	68	10	15	05	02				
Cavanaugh	232	79	14	1	2	328	229	77	13	1	2	322	71	24	04	00	01	47	60	5	0
Cedar	62	5	54	4	0	125	59	5	49	4	0	117	50	04	43	03	00	25	0	2	0
Cumberland	220	93	16	1	4	334	215	88	13	1	4	321	66	28	05	00	01				
Elmhurst	399	74	28	5	3	509	390	71	27	5	3	496	78	15	06	01	01	88	50	13	1
Everett	283	55	23	0	3	364	278	54	21	0	3	356	78	15	06	00	01	51	40	1	2
Fairview	278	25	10	0	4	317	272	25	10	0	4	311	88	08	03	00	01	0	13	0	0
Forest Road	143	40	11	1	1	196	141	40	11	1	1	194	73	20	06	01	01	0	14	0	0
Forest View	160	51	15	1	2	229	154	51	13	1	2	221	70	22	07	00	01	0	27	0	0

Percentages given to the nearest whole per cent

+ Pupils bused to this school from other school attendance areas.

Elementary Schools	Students				Families				Enrollment Percentages #		Transported Students +	
	Caucasian	Black	Span. Surm	Amer. Ind.	Other	Total	Caucasian	Black	Span. Surm	Amer. Ind.	Other	Total
Foster	272	42	28	4	8	354	260	39	28	4	6	337
Genesee	167	90	49	15	4	325	160	88	47	15	4	314
Gier Park	329	68	76	4	1	478	319	65	72	4	1	461
Grand River	205	57	136	13	4	415	199	50	127	13	4	393
Gunnisonville	256	2	7	2	0	267	250	2	6	2	0	260
Harley Franks	195	93	34	5	1	328	184	89	30	4	1	308
High	212	22	74	3	0	311	207	21	73	3	0	304
Holmes	160	125	62	0	6	353	157	115	57	0	6	335
Horsebrook	151	8	0	4	0	163	147	8	0	4	0	159
Kendon	305	19	20	0	0	344	293	18	19	0	0	330
Lewton	244	51	7	1	5	308	243	51	7	1	5	307
Lyons	228	50	13	0	2	293	222	45	13	0	2	282
Main	81	144	11	0	8	244	78	141	9	0	7	235

Percentages given to the nearest whole per cent

+ Pupils bused to this school from other school attendance areas.

Elementary Schools	Students				Families				Enrollment Percentages #		Transported Students +	
	Caucasian	Black	Span. Surm	Amer. Ind.	Other	Total	Caucasian	Black	Span. Surm	Amer. Ind.	Other	Total
Maple Grove	416	54	22	7	14	513	409	54	22	7	12	504
Maple Hill	133	26	8	0	2	169	132	25	6	0	2	165
Maplewood	260	26	46	1	10	343	250	25	44	1	10	330
Michigan	71	116	5	1	4	197	66	114	5	1	3	189
Moore's Park	156	43	57	6	1	263	151	39	52	6	1	249
Mount Hope	353	20	18	4	2	397	339	19	18	4	2	382
North	499	48	32	2	7	588	476	44	29	2	6	557
Northwestern	243	54	45	1	2	345	228	50	42	1	2	323
Oak Park	121	18	56	9	6	210	118	17	52	9	5	201
Pleasant Grove	325	63	16	3	3	410	308	57	16	3	3	387
Pleasant View	362	147	79	5	7	600	351	140	76	5	7	579
Post Oak	333	9	32	2	8	384	322	9	29	2	8	370

Percentages given to the nearest whole per cent

+ Pupils bused to this school from other school attendance areas.

Elementary Schools	Students					Enrollment Percentages #					
	Caucasian	Black	Span. Surm	Amer. Ind.	Other	Total	Caucasian	Black	Span. Surm	Amer. Ind.	Other
Supplemental Data (Cont'd)											
CLUSTER III											
Cedar	62	5	54	4	0	125	50	04	43	03	00
Grand River	205	57	136	13	4	415	49	14	33	03	01
High	212	22	74	3	0	311	68	07	24	01	00
Oak Park	121	18	56	9	6	210	58	09	27	04	03
Post Oak	333	9	32	2	8	384	87	02	08	01	02
Cluster III Totals	933	111	352	31	18	1445	65	08	24	02	01

Percentages given to the nearest whole per cent

ETHNIC COUNT WITHOUT CLUSTERS OR ONE WAY BUSING

Based on Fourth Friday 1975-76	Caucasian		Black		Spanish		American Indian		Other		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Allen	176	56	82	26	51	16	0	0	8	3	317
Attwood	422	80	59	11	33	6	5	1	7	1	526
Averill, F.	356	78	64	14	35	7	1	0	0	0	456
Barnes	266	86	28	9	16	5	0	0	0	0	310
Beekman, M. (Sp. Ed.)	—	—	—	—	—	—	—	—	—	—	—
Bingham	196	68	30	10	45	16	13	4	6	1	290
Cavanaugh	300	91	17	5	13	4	0	0	0	0	330
Cedar	56	43	8	6	66	51	0	0	0	0	130
Cumberland	220	66	93	28	16	5	1	0	4	1	334
Elmhurst	492	91	32	6	11	2	0	0	5	1	540
Everett	302	90	16	5	17	5	0	0	0	0	335
Fairview	278	92	12	4	10	3	0	0	4	1	304
Forest Road	141	78	27	15	10	6	1	0	1	0	180
Forest View	160	79	23	11	15	8	2	1	2	1	202
Foster	271	83	17	5	28	9	4	1	8	2	328
Franks, H.	195	59	93	28	34	10	5	2	1	0	328
Genesee	166	51	90	28	49	15	15	5	4	1	324

	Number Caucasian	Percent Caucasian	Number Black	Percent Black	Number Spanish	Percent Spanish	Number American Indian	Percent American Indian	Number Other	Percent Other	Total
Gier Park	329	69	68	14	76	16	4	1	1	0	478
Grand River	262	57	14	3	184	40	0	0	0	0	460
Gunnisonville	254	95	2	1	7	3	4	1	0	0	267
High	170	57	7	2	123	41	0	0	0	0	300
Holmes	160	45	126	36	61	17	0	0	6	2	353
Horsebrook	151	93	8	5	0	0	4	2	0	0	163
*Kalamazoo	4	1	250	93	15	6	0	0	0	0	269
Kendon	303	91	10	3	20	6	0	0	0	0	333
Lewton	212	97	5	2	0	0	0	0	3	1	220
*Lincoln	0	0	12	100	0	0	0	0	0	0	12
Lyons	229	89	17	7	11	4	0	0	0	0	257
Main	51	20	201	79	3	1	0	0	0	0	255
Maple Grove	414	81	54	11	22	4	7	1	14	3	511
Maple Hill	185	95	4	2	6	3	0	0	0	0	195
Maplewood	260	76	26	8	46	13	1	0	10	3	343
*Michigan	41	17	186	78	13	5	0	0	0	0	240
Moores Park	156	59	43	16	57	22	6	2	1	0	263
Mount Hope	353	89	20	5	18	5	4	1	2	1	397
North	500	85	47	8	32	5	2	0	7	1	588

	Number Caucasian	Percent Caucasian	Number Black	Percent Black	Number Spanish	Percent Spanish	Number American Indian	Percent American Indian	Number Other	Percent Other	Total
Northwestern	244	71	56	16	43	12	1	0	2	1	346
Oak Park	97	67	3	2	45	31	0	0	0	0	145
Pleasant Grove	324	79	63	15	16	4	3	1	3	1	409
Pleasant View	363	60	148	25	79	13	5	1	7	1	602
Post Oak	368	98	4	1	3	1	0	0	0	0	375
Reo	335	74	100	22	15	3	0	0	3	1	453
Sheridan Road	377	82	21	5	42	10	16	3	4	1	460
Valley Farms	207	95	2	1	8	4	0	0	0	0	217
Verlinden	187	60	80	26	37	12	1	0	6	2	311
Wainwright	395	68	141	24	26	5	1	0	14	2	577
Sub-Total											
Walnut	258	68	62	16	52	14	5	1	2	0	378
Wexford	279	66	96	23	40	9	4	1	4	1	423
Willow	274	56	158	33	51	10	3	1	0	0	486
Woodcreek	371	71	107	21	37	7	0	0	5	1	520
Grand Total	45	8	501	87	28	5	0	0	0	0	574

*Kalamazoo, Lincoln, and Michigan combine to form Riddle. The attached projected ethnic count is based on the 1975-76 Fourth Friday count and projects the ethnic balance of each elementary school if the clusters and all one way busing were eliminated. While this projection is based on the Fourth Friday count there may be some disparity with it due to some assumptions made in placing children in their "home" school:

1. Kalamazoo and Lincoln schools were recreated on paper to give a truer picture of the River Island area.
2. The enrollments of Kalamazoo, Lincoln, and Michigan only were combined to form the enrollment for Riddle.
3. Special Education students were counted in those buildings where they are now enrolled regardless of where they live.
4. In reconstructing those schools currently in a Cluster, it was assumed that their K-6 ethnic composition would approximate their current K-2 enrollment.

While these assumptions do affect the figures somewhat, the disparity is so slight as to be insignificant.

Pupil Personnel
12-9-75

Attwood

EXCERPTS FROM FOREWORD OF THE 1972 CITIZENS' ADVISORY COMMITTEE ON EDUCATIONAL OPPORTUNITY REPORT

Foreword

The Citizens' Advisory Committee on Educational Opportunity was appointed by the Lansing Board of Education to develop recommendations which, in the Committee's best judgment, would enhance the opportunity of every child not only to receive all available educational services appropriate to his needs and his learning development but also to insure that the setting of that educational experience is representative of the pluralistic, multi-ethnic society in which all of us must function as adults.

* * * * *

In formulating its recommendations, the Committee has reviewed the several hundred letters received from concerned citizens, has considered the continuous flow of personal discussion and phone calls from parents and others, and has given careful attention to the results of the several surveys conducted by various groups. Perhaps the most frequent theme in these communications has been: we believe in integration, but we don't want busing. Other suggestions and comments were as follows:

* * * * *

Recommendations

Five years have passed since the last citizens' study of equal opportunity in Lansing's public schools. We admire their diligence, their fortitude in attacking such an enormous problem.

The committee's report is complete, it is testimony to its efficacy that most of its recommendations have been put into effect.

In spite of all previous recommendations, and in spite of efforts on the part of educators and the Board of Education, 29 of Lansing's 48 elementary schools are **still segregated**, in terms of government requirements.

* * * * *

EXCERPT FROM NAACP DOCUMENT

Main Street School

The Main Street School P. T. A. Executive Board was requested to make an immediate decision during a hastily called meeting concerning whether or not mobile units were to be added to the Main Street School campus to relieve overcrowding as opposed to an alternate plan of transporting students to nearby elementary schools with available space. When some of the disadvantages of transporting "small" children to other schools was discussed, the Board was persuaded to add mobile units.

* * * * *

EXCERPTS FROM 1965 CITIZENS' ADVISORY COMMITTEE REPORT

Kalamazoo Street School

Observations

1. Enrollment: 557 (10/1/65)
2. Site: The Kalamazoo Street School shares a 3.7-acre site with West Junior High School. This site is entirely inadequate and does not provide the necessary outdoor space for physical education and recreation programs. Parking for staff is also a serious problem with Kalamazoo and West faculties sharing a lot on the southeast corner of Lenawee and Chestnut.

3. Location: The Kalamazoo Street School is located close to a very busy street in a downtown location. Property to the north is being acquired by the State of Michigan and apartment and commercial developments are springing up to the east, south, and west. Most of the students attending Kalamazoo come from the west, with very few coming from the area east of the school.
4. Physical Structure: Constructed in 1924, the building is a three-story structure which causes some difficulty in pupil movement within the building. Recommended improvements in the 1963 Facilities Modernization Program will be costly, approximately \$150,000. This does not include funds for the purchase of additional site, one of the most critical requirements.
5. De Facto Segregation: Kalamazoo Street School is predominantly a Negro elementary school because of the housing pattern in the area which it serves. There were 442 Negro children of a total of 557 as of April 1, 1966. There is an extremely high level of mobility, and the economic level of the area is among the lowest in the city. This results in some special problems at Kalamazoo, due to the background of the pupils which the school serves.

Recommendations

1. That this facility be phased out as a K-6 facility at the earliest date possible with no major expenditures made on the physical plant.
2. That students in the present attendance area be bussed to outlying schools which serve predominantly white attendance areas.

Until such time as items 1 and 2 can be accomplished:

3. That a low pupil-teacher ratio be maintained.

4. That emphasis on the Head Start program be continued.
5. That the hours of usage for the library and recreational facilities be lengthened.
6. That shared experiences with predominantly white schools be increased.

Lincoln Elementary School

A series of events has occurred since the organization of this committee which have resulted in the closing of Lincoln as an elementary school. These events, in sequence, are:

1. The Human Relations Team recommended the closing of Lincoln as an elementary school to the Superintendent of Schools (May 12, 1965, Appendix E).
2. The Superintendent presented a proposal to the Board of Education which called for the closing of Lincoln as an elementary school and the transportation of the children from the attendance area to other schools (June 11, 1965, Appendix G).
3. The Superintendent's proposal was endorsed by the Citizens' Advisory Committee (June 28, 1965, Appendix H).
4. On July 22, 1965, the Board of Education acted favorably on this proposal.
5. Since September, 1965, the children from the Lincoln area have attended Kendon, Mt. Hope, and Reo (Appendix R, 1).
6. The Lincoln School is currently being used as a center for 56 emotionally disturbed elementary children. This program had been proposed for several years but had not been implemented because a building had not been available.

The Citizens' Advisory Committee is in accord with the action taken by the Superintendent and the Board of Education in closing Lincoln as an elementary school and commends their positive approach to a difficult problem.

Main Street School

Observations

1. Enrollment: 371 (10 1/65)
2. Site: The Main Street School is located on a 2.38-acre site. While the site is rather small, the building location leaves adequate space for physical education and recreation. The playground is heavily used as there are no parks in the immediate area.
3. Location: The school is well located for the attendance area which it serves. The attendance area will soon be bisected by I-496, but completion of the highway will result in a safer situation for children walking to school. Heavy traffic will be depressed below grade level, while access across I-496 will be at grade level. The Lansing Planning Department indicates that most of the area between the proposed I-496 and the Grand River will become industrial, possibly within ten years.
4. Physical Structure: The original two-story structure was constructed in 1929 with a single-story addition in 1954. The building is structurally sound, has recently had new lighting and acoustical ceiling tile installed, and toilet facilities have been improved. The library is being used half-time as a kindergarten. The desired instructional program can be conducted in this building.
5. De Facto Segregation: The enrollment at Main is predominantly Negro because of the housing pattern in the attendance area which the school serves. As of April 1, 1966, 319 of the 371 pupils were Negro.

Michigan Avenue School

Observations

1. Enrollment: 390 (10/1/65)

2. Site: The school is located on a site of 1.34 acres. The building itself is very close to Logan Street. These factors make the site inadequate.

3. Location: Noise, fumes, and dirt from heavily-traveled Logan Street are literally on the windowsills of the school. Plans to pair Butler with Logan will place Michigan Avenue School between one-way pairs. The Capitol Development Area is located just two blocks east of the school, and new multi-story apartments are being proposed and developed in the eastern portion of the attendance area.

4. Physical Structure: The building was constructed in 1916 and even with the completion of the Facilities Modernization Program of 1963 would not meet desired standards.

5. De Facto Segregation: The enrollment of the school is predominantly Negro because of the residential housing pattern. As of April 1, 1966, 278 of 390 pupils were Negro. (An additional 81 Negro children from this area attend Elmhurst and Fairview.) The residential area north of the school is gradually changing from white to Negro.

Recommendations

1. That this building be phased out as a K-6 facility as soon as possible with no major expenditures made on the physical plant.

EXCERPT FROM PROCEEDINGS ON PROPOSED STIPULATIONS

The Court: There is before the Court, and we discussed this in chambers, the record [25] of the preceding cases which are incorporated as a part of this case, the record of the original case that came up to this Court by removal from the State Court of the action which sought to enjoin the previous School Board

from implementing the cluster plan or executing the cluster plan, in this Court—or, the State Court had enjoined the School Board from doing so, and this Court set aside that injunction. So that the cluster plan was actually implemented and operative, and that it is operating today, and that the resolution of the 11th of January—or, of the first of February, 1973, rescinded that plan effective on June 30th of this year. So the plan is presently in being, and the resolution to rescind is anticipatory in a future condition. The condition that is to take effect, if the resolution is sustained, is on the 30th of June, is that correct?

* * * * *

EXCERPTS FROM REPORT TO LANSING BOARD OF EDUCATION RELATING TO IMPACT OF THE CLUSTER PROGRAM ON READING AND MATH SCORES

A report entitled, *A Report to the Lansing School District Board of Education* in August, 1975 relating to the impact of the cluster program on reading and math scores of the students involved made the following findings:

Finding 1—The gap between minority and majority reading achievement levels grew rather than narrowed for cohort groups 2 and 3. This finding is not as strong for math.

Finding 2—For cohort groups 4 and 5, the findings are mixed. The gap between minority and majority achievement levels grows in some cases and exhibits a slight leveling in the rate of increase in other cases.

Finding 3—For reading, there is evidence of a definite slowing in the rate of increase of the achievement gap between blacks and whites in Cluster schools for cohort groups 6 and 7 up to the end of sixth grade and in math for cohort 7. There is slightly less support for this finding for Spanish-Surnamed students.

Finding 4—Majority students within the Cluster Program tend to start at or above national norm achievement levels and to remain at or above the norm.

Finding 5—The gap between minority and majority achievement levels increases slightly less for math than for reading between blacks and whites and between Spanish-Surnamed students and whites.

Finding 6—The gap between minority and majority achievement levels widens again for blacks coming from the Cluster as they enter junior high school. This does not occur for Spanish-Surnamed students.

Finding 7—Being bused does not in itself appear to have any consistent effect on achievement scores.

Finding 8—There is some evidence of a drop in achievement levels when students change school (third and fifth grades). There is generally an increase the next years (fourth and sixth grades). This occurs whether or not the student is bused or is returning to the school he attended in kindergarten to second grade. However, scores are slightly depressed and elevated for the same grade levels outside the Cluster.

Finding 9—The difference between minority and majority achievement levels within the four types of school settings appears to grow for cohort groups 2, 3, and 6 for reading and math, growing slightly more rapidly in the Cluster and non-Cluster desegregated settings.

Finding 10—The difference between minority and majority achievement levels within the four types of school settings appears to level off and in some cases decrease for cohort groups 4, 5 and 7 in reading and math.

Finding 11—The difference between minority and majority students grade equivalent scores is less in Cluster schools than

in segregated settings when minority achievement levels in predominantly minority schools are compared to majority achievement levels in predominantly majority schools.

Finding 12—Since the establishment of the Cluster Program, students leaving the schools involved have generally been lower achievers in both reading and math than those who have stayed in the Cluster schools.

Finding 13—Students leaving the Cluster have generally the same achievement characteristics as those students leaving non-Cluster schools.

Finding 14—The year before the Cluster was established, students who left the Cluster schools had achievement levels slightly higher than those remaining after that year. This is true more for reading than for math. For cohort, 6, this amounted to 54 students and for cohort 7, it was for 56 students.

Finding 15—Students moving into the Cluster Schools at the sixth grade level had low achievement levels while those moving into the Cluster schools attendance areas at the seventh grade levels had high achievement levels. These findings hold more for reading than for math.

EXTRACT FROM REPORT TO HUMAN RELATIONS COMMITTEE

I. Minority Groups (Elementary and Secondary) June, 1964

Summary by Schools and Groups—Questionnaire, pp. 3-4

School and Enrollment		Groups				
School	Total Building Enrollment May, 1964	Mexican Children Enrolled	Negro Children Enrolled	Oriental Children Enrolled	American Indian Children Enrolled	Total for 4 Minority Groups
	Groups					
Allen	516	76	66	1	6	149
Barnes	409	3	17	0	0	20
Bingham	382	9	1	0	4	14
Cavanaugh	580	5	0	0	4	9
Cedar	224	81	0	0	4	35
Christianity	249	18	0	0	0	18
Community	97	1	0	0	0	1
Cumberland	287	0	0	0	0	0
Elmhurst	600	0	0	0	0	0
Everett	602	15	0	0	0	15
Fairview	504	0	0	1	0	1
Forest	419	20	17	0	2	39
Foster	474	28	5	0	0	33
Genesee	340	7	23	0	0	30
Gier Park	382	25	3	0	0	28
Grand River	476	64	31	0	2	97

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School and Enrollment		Groups				
School	Total Building Enrollment May, 1964	Mexican Children Enrolled	Negro Children Enrolled	Oriental Children Enrolled	American Indian Children Enrolled	Total for 4 Minority Groups
	Groups					
High	370	94	9	0	0	103
Holmes	480	18	30	0	0	48
Horsebrook	194	0	0	0	0	0
Kalamazoo	558	7	454	0	0	461
Kendon	410	1	0	0	0	1
Lewton	454	0	14	0	0	14
Lincoln	173	0	173	0	0	173
Lyons	308	0	0	0	0	0
Main	448	4	424	0	0	428
Maple Hill	310	2	0	1	0	3
Maplewood	392	4	0	0	0	4
Michigan	373	4	276	0	0	280
Moore Park	450	16	1	0	0	17
Mount Hope	445	0	2	0	0	2
North	803	15	7	7	0	29
Northwestern	324	0	0	2	0	2
Oak Park	286	27	11	3	0	41
Pleasant Grove	637	3	2	0	0	5
Pleasant View	523	22	0	0	0	22
Verlinden	362	4	18	0	0	22
Wainwright	757	3	5	2	0	10

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School and Enrollment	Groups				
	Total Building Enrollment May, 1964	Mexican Children Enrolled	Negro Children Enrolled	Oriental Children Enrolled	American Indian Children Enrolled
School					Total for 4 Minority Groups
Walnut	482	14	8	1	2
Willow	578	16	105	0	1
Total	16,658	606	1702	18	25
Secondary					
Eastern	1947	58	35	2	0
Everett	1959	9	6	0	0
J. W. Sexton	1601	12	247	3	1
C. W. Otto	1120	78	41	1	2
Pattengill	1295	48	32	2	3
Dwight Rich	1147	10	12	1	0
Walter French	1241	7	5	2	2
West Junior	1207	18	428	0	0
Total	11,517	240	806	11	8
Totals	28,175	846	2508	29	33
					3416 (12.1%)

LANSING SCHOOL DISTRICT

Negro Enrollment

School	Total Enrollment 4th Friday 1965	Resident Negro Students	Negro Students Transported In	Total Negro Enrollment	% of Negro Students Based on Total Enrollment
Allen	512	69		69	13.4
Attwood	412		15	15	3.6
Averill	429	17	10	27	6.3
Barnes	420	23	1	24	5.7
Bingham	394	3		3	0.8
Cavanaugh	465			—	—
Cedar	215	8		8	3.7
Christiancy	247	5	6	11	4.5
Cumberland	315	3		3	1.0
Elmhurst	491		35	35	7.1
Everett Elem.	572		1	1	0.2
Fairview	450		46	46	10.2
Forest Road	166	3	31	34	20.5
Forest View	246	2	38	40	16.2
Foster	535	22	4	26	4.8
Genesee	331	8	9	17	5.1
Gier Park	393	3	2	5	1.3
Grand River	474	27		27	5.6
Gunnisonville	269			—	—
Harley Franks	213		2	2	0.9
High	371	17		17	4.6
Holmes	469	54		54	11.5
Horsebrook	198			—	—
Hurd	144			—	—

School	Total Enrollment 4th Friday 1965	Resident Negro Students	Negro Students Transported In	Total Negro Enrollment	% of Negro Students Based on Total Enrollment
Kalamazoo	557	442		442	79.3
Kendon	397		22	22	5.5
Lewton	439			—	—
Lyons	290			—	—
Main	371	319		319	86.0
Maple Grove	401			—	—
Maple Hill	249			—	—
Maplewood	402			—	—
Michigan	390	278		278	71.3
Moore's Park	382				
Mount Hope	469		37	37	7.9
North	565	3		3	0.5
Northwestern	329			—	—
Oak Park	249	8	3	11	4.4
Pleasant Grove	528	12		12	2.3
Pleasant View	491	9		9	1.8
Post Oak	319		2	2	0.6
Reo	433	3	33	36	8.3
Sheridan Road	478		1	1	0.2
Valley Farms	346			—	—
Verlinden	339	10	15	25	7.4
Wainwright	855	30		30	3.5
Walnut	449		59	59	13.1
Willow	581	103		103	17.7
Elementary Totals	17,882	1,481	372	1,853	

HISTORY OF DEVELOPMENT OF LANSING SCHOOL DISTRICT

The Lansing School District was first organized in 1847 by the merger of three separate districts serving "Upper, Middle, and Lower" towns in what was to become the City of Lansing. During the next century, the City expanded slowly from its original core area until it encompassed, by 1949, approximately 11 square miles. The greatest period of expansion occurred from 1958-65 when all or portions of 12 neighboring school districts annexed to the Lansing School District increasing its size to approximately 50 square miles.

Following is the order of annexations beginning with the year of original district organization:

Area	Year Annexed
A—Original	1847
B—Central City Expansion	1859
C—Regent-Horton-Kipling Area	1916
D—Mt. Hope-Willard Area	1917
E—Jenison-Clare Street Area	1917
F—Francis Park Area	1925
G—East Saginaw-Grand River Area	1925
H—Thomas Street Area	1928
I—Everett Area	1949
J—LaSalle-Kipling Area	1950
K—Colonial Village Area	1950
L—Hopwood-Groesbeck Area	1956
M—Urbandale-East Michigan Area	1957

Area	Year Annexed
N—Horsebrook Area	1958
O—Pleasant Grove Area	1958
P—Northwestern Area	1959
Q—North Area	1961
R—Community Area	1962
S—Bancroft-Kimberly Area	1962
T—Forest Road Area	1963
U—Island Area (partial)	1964
V—Gunnisonville Area	1965
W—Sheridan Road Area	1965
X—Valley Farms Area	1965
Y—Hurd Area	1965
Z—Maple Grove Area (partial)	1965

KALMAZOO ELEMENTARY SCHOOL HISTORY

KALAMAZOO ELEMENTARY SCHOOL

Present building opened in 1924.

Facilities: 2 Kindergarten
19 Regular classrooms

Capacity Computation: 2 @ 60; 19 @ 30 equals 690

Enrollments		Ethnic Count (not Fourth Friday)						
		Year	C	N	S	I	O	Total
1950-1951	455							
1951-1952	453	1967-1968	43	353	27	0	0	423
1952-1953	492	1968-1969	16	173	17	0	0	206
1953-1954	500	1969-1970	33	151	14	0	2	200
1954-1955	529							
1955-1956	531							
1956-1957	551							
1957-1958	557							
1958-1959	568							
1959-1960	559							
1960-1961	552							
1961-1962	551							
1962-1963	559							
1963-1964	578							
1964-1965	605							
1965-1966	556							
1966-1967	414							
1967-1968	414							
1968-1969	204							
1969-1970	200							
1970	Closed							

Change in Building Use—1968 (1 K + 7 R = 260)

Based upon a decision made by the Lansing Board of Education to phase out Kalamazoo Elementary, about half of the students were assigned and bussed to Foster, Maple Hill, Wainwright, Woodcreek, and Wexford Elementary Schools.

The third floor and part of the second floor classrooms were used to house Title I offices, High School Completion Courses, Adult Basic Education Classes, Manpower Development Training classes, Work Incentive programs, and Recreational Support Service Offices. Two of the first floor classrooms were used for Head Start Classes.

In 1970, the entire student body was reassigned to other buildings. The building was then renovated and converted to the Stephen A. Partington Administration Center.

Prepared—December 2, 1975

Edward L. Remick, Director of Research and
Planning

LINCOLN SCHOOL CLOSING RESOLUTION

July 22, 1965

USE OF LINCOLN SCHOOL

IT WAS MOVED BY Mr. Walsh and seconded by Mrs. Boucher THAT THE LINCOLN SCHOOL BE DISCONTINUED AS A KINDERGARTEN THROUGH GRADE SIX SCHOOL COMMENCING SEPTEMBER, 1965, AND THAT PUPILS PRESENTLY ENROLLED BE TRANSFERRED TO OTHER SCHOOLS WHERE SPACE IS AVAILABLE; THAT THE LINCOLN SCHOOL BE USED TO HOUSE SPECIAL EDU-

CATION PUPILS; AND THAT THE LINCOLN COMMUNITY CENTER CONTINUE THE USE OF THIS BUILDING AND SITE.

It was noted that the recommendation is in congruence with the position paper of the Superintendent entitled *School Integration and Improvement of Educational Opportunity*.

Mr. Ebersole stated that he felt the Board was moving too rapidly toward the closing of the Lincoln School and that there are many other facets which should be investigated before taking this step.

A lengthy discussion ensued and it was pointed out that this motion involves the phasing out of the K-6 program at Lincoln School but the building will continue to be used for the Lincoln Center activities as well as for housing of the special education program.

A concern was expressed regarding the Oldsmobile Company's interest in this site. The Superintendent was instructed to advise them relative to our short-term plan.

The City of Lansing has been alerted to the need for another location for the Lincoln Center program.

Mrs. Gigson pointed out that the motion does not state that this is a temporary arrangement.

IT WAS MOVED BY Mr. Walsh and seconded by Mr. Rosa TO AMEND THE MOTION BY INCLUDING THE WORDS "DURING 1965-66" THUS MAKING THE MOTION READ AS FOLLOWS:

THAT THE LINCOLN SCHOOL BE DISCONTINUED AS A KINDERGARTEN THROUGH GRADE SIX SCHOOL COMMENCING SEPTEMBER, 1965, AND THAT PUPILS PRESENTLY ENROLLED BE TRANSFERRED TO OTHER

SCHOOLS WHERE SPACE IS AVAILABLE; THAT THE LINCOLN SCHOOL BE USED TO HOUSE SPECIAL EDUCATION PUPILS, AND THAT THE LINCOLN COMMUNITY CENTER CONTINUE TO USE THIS BUILDING AND SITE DURING 1965-66.

The amendment carried. No dissenting votes.

Further discussion was held. Mrs. Durham, a member of the audience, asked if the transporting of students by bus to other schools is the solution to the problem. It was stated that the Board does not see this as the ideal solution but rather as a pilot project to see if it is workable.

A vote was taken on the motion as amended.

Motion carried with Mr. Ebersole dissenting.

MOBILE UNIT LOCATIONS

MOBILE UNIT LOCATIONS—Historical Record 1962-1973

Compiled by: Dr. Edward L. Remick, Director of Research and Planning—July 10, 1973

School		1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973
Dist. #	Serial #												
100	0570	Wainwright	Wainwright	Wainwright	Bingham	Bingham	Bingham	Bingham	Bingham	Bingham	Bingham	Verlinden	Verlinden
101	66-290	—	—	—	—	High	High	High	High	High	High	High	High
102	65-102	—	—	—	High	High	High	High	High	High	High	Cristo Rey	Cristo Rey
103	66-291	—	—	—	—	Holmes	Holmes	Holmes	Holmes	Holmes	Holmes	Holmes	Holmes
104	65-103	—	—	—	Cedar	Cedar	Cedar	Cedar	Holmes	Holmes	Holmes	Holmes	Cedar
105	0572	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Holmes	Holmes	Holmes	Holmes	Hill
106	65-111	—	—	—	Everett	Everett	Everett	Everett	Everett	Everett	Everett	Everett	Hill
107	MU 108	Main	Main	Main	Main	Lincoln	Lincoln	Lincoln	Sexton	Sexton	Sexton	Sexton	Hill
108	0574	Cavanaugh	Cavanaugh	Cavanaugh	Bingham	Bingham	Bingham	Bingham	Wainwright	Wainwright	Sexton	Sexton	Hill
109	0575	Cavanaugh	Cavanaugh	Cavanaugh	Holmes	Holmes	Holmes	Holmes	Holmes	Holmes	Holmes	Attwood	Attwood
110	0573	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Wainwright	Attwood	Attwood
111	66-292	—	—	—	—	North	North	North	North	North	North	North	North
112	MU-2	Main	Main	Main	Main	Lewton	Lewton	Lewton	Lewton	Northwestern	Northwestern	Northwestern	Northwestern
113	65-008B	—	—	—	Lewton	Lewton	Lewton	Lewton	Lewton	Northwestern	Northwestern	Northwestern	Maple Grove
114	MU-117	—	—	—	Rich	Rich	Rich	Rich	Sexton	Sexton	Sexton	Sexton	Maple Grove
115	65-109	—	—	—	Everett	Everett	Everett	Everett	Everett	Everett	Everett	Everett	Everett
116	65-110	—	—	—	Everett	Everett	Everett	Everett	Everett	Everett	Everett	Everett	Everett
117	65-112	—	—	—	Everett	Everett	Everett	Everett	Everett	Everett	Everett	Everett	Pattengill
118	66-056	—	—	—	—	—	Lincoln	Lincoln	Sexton	Sexton	Sexton	Sexton	Pattengill
119	65-113	—	—	—	Rich	Rich	Rich	Rich	Rich	Rich	Rich	Rich	Attwood
120	65-114	—	—	—	Rich	Rich	Rich	Rich	Rich	Rich	Rich	Rich	Rich
121	65-115	—	—	—	Rich	Rich	Rich	Rich	Rich	Rich	Rich	Rich	Rich
122	65-116	—	—	—	Rich	Rich	Rich	Rich	Rich	Rich	Rich	Rich	Rich
123	MU-118	—	—	—	Rich	Rich	Rich	Rich	Sexton	Sexton	Sexton	Sexton	Sexton
124	66-359	—	—	—	—	Hurd	Hurd	Hurd	Hurd	Hurd	Sexton	Sexton	Sexton

NEGRO ENROLLMENTS AT MAIN, MICHIGAN,
LINCOLN AND KALAMAZOO

	63-64	64-65	65-66	66-67	
Main	428-442	96.8%	424-444	95.5%	319-371
Michigan	274-368	74.5%	276-373	74.0%	278-390
Lincoln	176-179	98.3%	—	—	—
Kalamazoo	461-578	79.8%	454-558	81.4%	442-552
					364-414
					87.9%

97.1%
79.0%

PHASING OUT OF KALAMAZOO AND MICHIGAN
AVENUE SCHOOLS RESOLUTION

* * * * *

IT WAS MOVED by Mrs. Canady and seconded by Mr. Eber-sole THAT THE SCHEDULED PLAN FOR THE PHASING-OUT OF THE KALAMAZOO ELEMENTARY SCHOOL BY JUNE 30, 1970, AND THE MICHIGAN AVENUE ELEMENTARY SCHOOL BY JUNE 30, 1971, AS OUTLINED IN THE POSITION PAPER ENTILED—"FINAL PLANS FOR ELIMINATING DE FACTO SEGREGATION IN ELEMENTARY SCHOOLS," DATED SEPTEMBER 22, 1969, BE ADOPTED; THAT SPECIFIC PLANS BE DEVELOPED FOR FUTURE USE OF THE MICHIGAN AVENUE SCHOOL AS AN ELEMENTARY CENTER FOR ENRICHMENT AND OF THE KALAMAZOO SCHOOL AS A CENTER FOR CONTINUING EDUCATION INCLUDING PROGRAM DESCRIPTIONS, SPACE ALLOCATION, AND COST ESTIMATES OF ANY NECESSARY RENOVATIONS; AND THAT FIXED GEOGRAPHIC BOUNDARIES BE ESTABLISHED ASSIGNING PUPILS IN THESE TWO ATTENDANCE AREAS TO SPECIFIC RECEIVING SCHOOLS.

Mrs. Canady explained that with the Academic Interest Center in the West Junior Building, the Enrichment Center in the Michigan Avenue School and the Continuing Education Center in the Kalamazoo School, these buildidngs would be integrated facilities open to all students in Lansing, that these buildings will house schools of good standing to which students will be delighted to be admitted, schools which will be a credit to the community and to the city. She felt that this ought to be explained to the people of the community as a forward step on the part of the Lansing School District.

Mr. Rosa asked if the renovations were planned so that should there be a shortage of money the buildings could still be used for the express purposes listed.

Dr. Partington explained that the money for renovations at the Kalamazoo and Michigan Avenue buildings was not currently budgeted, but that if there were not enough money to renovate the buildings when the time came, they could be used without major renovations for the purposes listed.

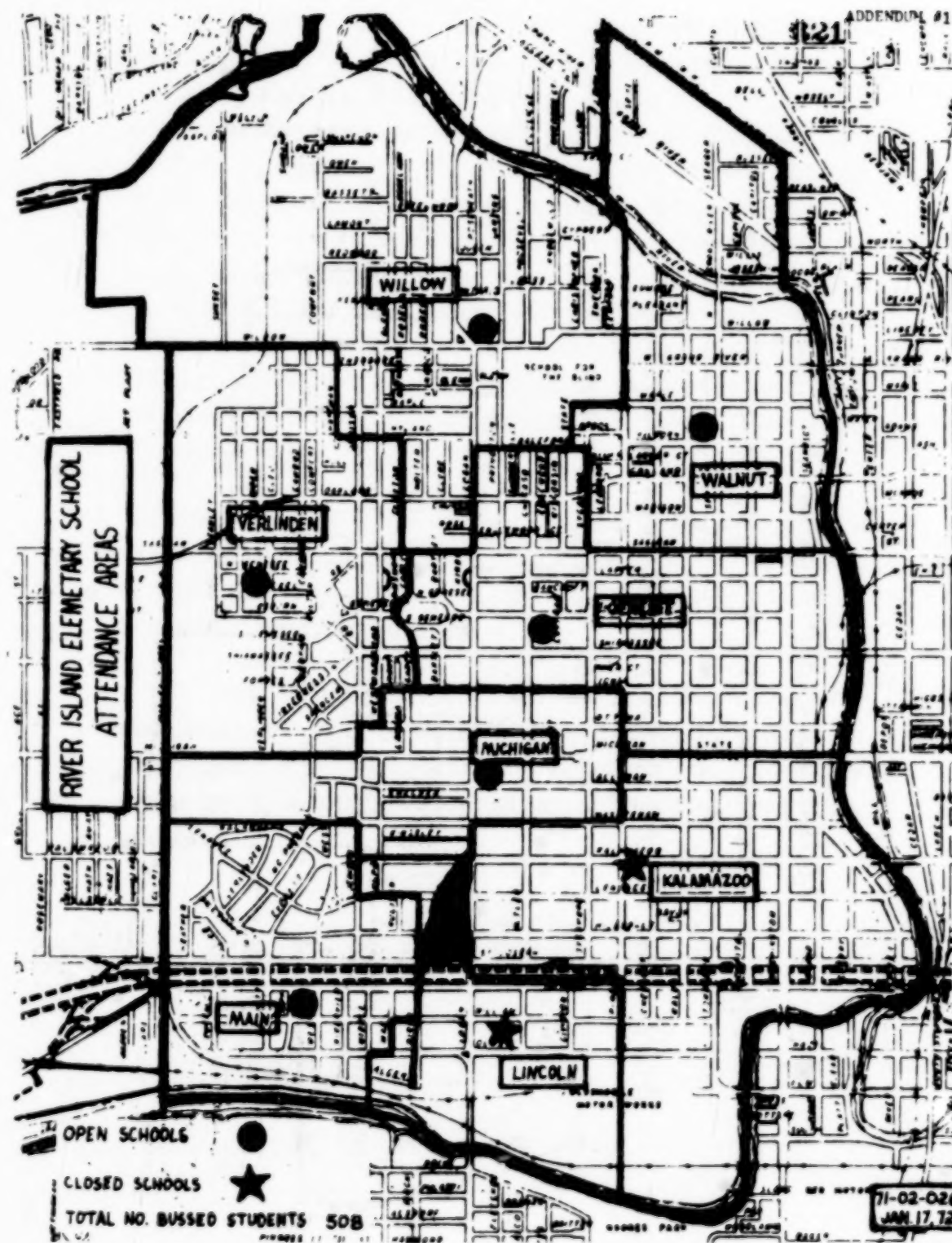
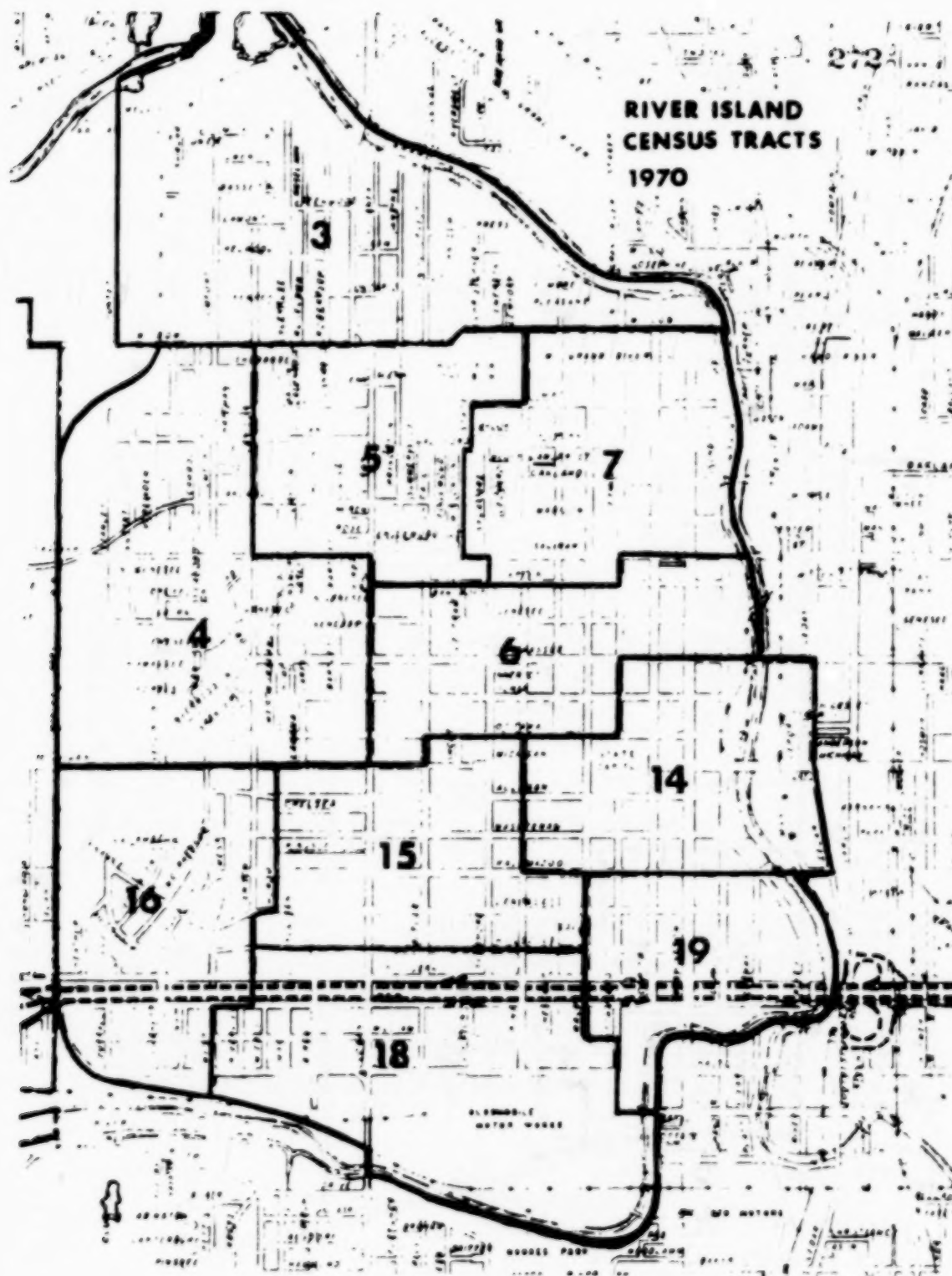
Motion carried. No dissenting votes.

**RECORD OF SCHOOL SITE SIZES, BUILDING
CONSTRUCTION, ADDITION AND MODERNIZATION**

School	Site Size	Site Acquired	Building—		
			Original	Additions	Modernization
Allen	2.20	1909	1913	1926	1969
Attwood	5.80	1962	1965	1969	
Averill	7.81	1959	1964	1967	
Barnes	2.25	1919	1920	1958	1970
Bingham	1.22	1891-1969	1955		
Cavanaugh	9.34	1956	1957		
Cedar	0.80	1859	1918	1932	1968
Cumberland	5.34	1957	1957		
Elmhurst	10.00	1946	1950	1951, 1961, 1969	
Everett Elem.	7.10	1920	1923		1971
Fairview	10.00	1953	1954		
Forest Road	2.00	1940	1937		
Forest View	10.00	1956	1957	1964	
Foster	2.00	1915	1918		1969
Franks	6.89	1959	1960		1969
Genesee	2.16	1909	1912	1962	
Gier Park	6.00	1953	1952	1957, 1969	
Grand River	2.92	1910	1960		
Gunnisonville	7.50	1954	1954		1968
High	3.37	1917	1924		1969

School	Site Size	Site Acquired	Building—	
			Original	Modernization
Holmes	1.65	1922	1923	
Horsebrook	10.73	1875	1952	1956, 1961
Kendon	9.52	1951	1958	1961
Lewton	8.00	1955	1956	1966, 1969
Lyons	5.00	1951	1951	
Main	2.38	1925	1929	1953 1970
Maple Grove	10.13	1923	1949	1969
Maple Hill	1.64	1945	1951	1953, 1960
Maplewood	2.50	1917	1918	1951
Michigan	1.34	1891	1915	1968
Moore's Park	1.42	1906	1956	1971
Mount Hope	4.37	1925	1948	
North	10.61	1918	1946	
Northwestern	6.02	1938	1939	1953, 1955
Oak Park	0.87	1892	1916	1969
Pleasant Grove	4.5162	1958	1929	1970
Pleasant View	11.60	1954	1954	1949
				1955, 56, 63, 68
Post Oak	6.48	1964	1965	1967
Reo	7.70	1960	1964	
Sheridan Road	9.10	1864	1919	1948

School	Site Size	Site Acquired	Building—	
			Original	Modernization
Valley Farms	12.45	1949	1947	1954, 1957
Verlinden	3.40	1929	1930	1953
Wainwright	6.42	1957	1960	1965
Walnut	2.25	1890	1924	1935
Wexford	6.86	1960	1967	
Willow	5.87	1914	1950	1953, 1961
Woodcreek	4.84	1966	1967	1970
Walter French	7.40	1924	1925	1951
Gardner	30.00	1967	1968	
C. W. Otto	20.52	1925	1937-1954	1956, 1967
Pattengill	13.00	1920	1920	
Dwight Rich	21.09	1957	1963	1966, 1967
Eastern	13.00	1928	1928	1937, 1961, 1968
Everett	57.06	1953	1958	1960
Hill	50.75	1962	1969	
Sexton	35.00	1938	1942	



TOTAL POPULATION BY RACE

The table below depicts the changes in the racial composition of the River Island population.

TOTAL POPULATION BY RACE (PERCENTAGE DISTRIBUTION)*

	#3	#4	#5	#6	#7	#14	#15	#16	#18	#19	Average
1950 B	0.6	0.1	4.8	0.2	0.3	0.3	7.4	0.0	46.0	0.7	8.2
W	99.4	99.1	95.2	99.8	99.7	99.7	92.6	100.0	54.0	99.3	91.8
1960 B	1.0	0.5	9.5	0.4	1.0	5.0	41.0	32.5	80.6	5.6	20.1
W	99.0	99.5	90.5	99.6	99.0	95.0	59.0	67.5	19.4	94.4	79.9
1970 B	8.5	15.4	26.6	8.8	3.7	6.0	79.1	73.0	97.6	9.2	33.2
W	91.5	84.4	73.4	91.2	96.3	94.0	20.9	27.0	2.4	90.8	66.8

* U.S. Census

In 1950, over 80% of the River Island's black population lived in C.T. #18. In all other tracts, black residents were a very small portion of the population. During the 1950's, there was a massive migration of black people from the south into northern industrial cities. This migration was primarily young, single adults. Lansing was one of many cities to which these young adults migrated during those years. The increase of 3,500 black residents during the 1950's corresponded with a decrease of 5,500 white residents during this period. The majority of the River Island area remained segregated by race, although the black residential area spread out to C.T. #15 and 16. Black residents now constituted 20% of the total River Island population.

During the 1960's, the number of black residents continued to increase although less rapidly than in the 1950's. The exodus of white people accelerated as their number dropped one-third to a total of 16,500 residents.

All census tracts except C.T. #7 and #14 had measurably increased numbers of black residents and decreased numbers of white residents. By 1970, most of River Island was residentially desegregated, although segregated areas, both black and white remained.

VERLINDEN NON-RESIDENT PUPILS

School Year	Number		Percent	
	Caucasian	Negro	Caucasian	Negro
1966-67	13	16	45	55
1967-68	7	18	28	72
1968-69	11	33	25	75
1969-70	6	18	25	75
1970-71	4	19	17	83
1971-72	4	13	24	76
1972-73	3	8	27	73